

A black and white photograph of a young child, possibly a toddler, wearing a dark baseball cap and a horizontally striped short-sleeved shirt. The child is shown in profile, facing left, and is holding a large ball with horizontal stripes. The child's mouth is open, touching the ball. The background is dark and out of focus.

April 1956

National Parent-Teacher

The P.T.A. Magazine

Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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THE P.T.A. MAGAZINE

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Among the many panel discussions that American Education Week sparked all over the nation last fall was one in St. Louis at the opening session of the National Conference on Religion and Public Education. On the panel, representing three of the organizations that sponsor American Education Week, were, left to right, L. E. Page, national vice-commander of the American Legion; Mrs. Rollin Brown, president of the National Congress of Parents and Teachers; and J. Lester Buford, president of the National Education Association.



The President's Message

A PROGRAM IN PERSPECTIVE

APRIL IS A MONTH OF OPENING, a month when doors are flung wide in welcome of a new season. Appropriately enough, the parent-teacher organization is having an opening of its own this month—the launching of its new action program.

The Easter season is perhaps an especially auspicious time for unrolling blueprints. Easter has a way of stirring faith. And spring has a way of touching off the urge to act, to match our faith with deeds. Without this twofold urge, could man ever have taken the first perilous steps in his long journey toward civilization?

In this issue you will find the current action program of the National Congress of Parents and Teachers, based upon the administration theme, "The Family and the Community: Each Shapes the Other—The P.T.A. Serves Both." You will see, as you study the program of work, that it translates this key idea into specific problems and objectives and matching projects and activities. In short, it is a statement of what parent-teacher associations can do to carry out the theme.

Some of the concerns we have listed are as immediate as the menu for tonight's family dinner. Others, just as tangible and vital, have a larger and longer range, dealing with schools, health, recreation, social services, safety, and civic concern. The entire program of work is, of course, intended to be used as a guide. Each P.T.A. will study its own needs and select whatever projects and activities are of central importance to its members.

You will notice, as you read, that words like *study*, *analyze*, *survey* are used repeatedly. Do words like these belong in an action program? Our answer is an emphatic yes. In these words we have the key to the parent-teacher way of approaching problems. In the parent-teacher organization, study is not simply an

aid to sound action; study is itself a form of action.

It is true that study may not be vigorous. While probing for facts you may not be influencing others or making significant changes in physical surroundings. But you are strengthening perceptions and enriching your understanding. You are laying a basis for action—action that should be all the more effective because of your careful preparation.

The parent-teacher association has always been a kind of problem-solving laboratory, a place where widely ranging home-community problems have been brought for analysis and action. Through the six decades of parent-teacher history it has been our firm policy to study before acting. In the tradition of the parent-teacher association, fact-finding and analysis are in themselves the kind of action that can lead to reasoned and reasonable deeds.

Easter Sunday brings with it a new dawn of faith. Whatever promises the years have left unfulfilled, whatever scarred memories remain of winters past—under the sun of Easter new promise takes hold. For renewal is Easter's gift to the spirit, Easter's gift to our faith.

Here we may well remember the scriptural words recorded in James, "Faith, if it hath not works, is dead, being alone." Faith by itself, however fervent, will not build a good home, a wholesome community, a world of lasting peace. But when faith is linked to persistent, dedicated action—what barrier to a better world can withstand such a God-given force?

President, National Congress of Parents and Teachers



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The Secret Life

This is the eighth article in the 1955-56 study program on the school-age child.

Ernest Osborne

SOMEHOW OR OTHER the notion has got around among parents that the ideal family is one in which children share everything with fathers and mothers. If anything is held back, it is assumed that something, large or small, has gone wrong between parents and children. Proudly Mrs. Goodparent boasts, "My child tells me everything."

Let's be blunt about it. Not only is it perfectly natural for children to keep some things to themselves, but such secretiveness is an essential part of desirable growth and development. Yet no one should take this statement on faith. Let's look at the record.

How often will a child, when asked "What happened in school today?" come back with, "Oh, nothing!" Does this mean that nothing did happen? Or that he has something to hide? Rarely. Rather it's a wholesome felt need to maintain a life of his own, one that isn't completely an open book. Or, if you don't want to go this far, he is resisting a request to hash over events that are already behind him. There are better things to do.

Isn't it true that most grownups have something of the same feeling? It's the rare individual who gladly gives a blow-by-blow report of everything that went on at the office or on the home base. It's just too much of a burden. Why should we expect children to come through with detailed accounts of their doings merely because they are children?

Suppose we back up a bit and take a look at the feeling of a need for privacy. Whether it's born in us or not is a moot question; the fact remains that all human beings want to be alone at times.

This can start pretty early in life. Here's Tommy, for instance, who woke his parents one morning with "How do you spell *mitten*?" Their question as to why he wanted this information went unanswered. But when they emerged later, Tommy's door was firmly shut, and on it was a crudely lettered sign: "No Ad-m-i-t-t-e-n-s."

Fortunately Tommy's parents didn't barge into his room to discover what deep-dyed plots he was hatching or what mischief he was cooking up. They were quite right in assuming that he merely wanted the feeling of importance that comes with being able to keep others out. And maybe, like the rest of us, he just needed to be alone with himself. For all of us, young and old, this should be a right.

Indeed a certain degree of privacy, of being protected against invasion from others, is a necessary ingredient for growing up, for establishing a feeling of oneself as an individual personality. If you or I, as parents and teachers, believe we have the right to probe, to question, to demand that children "tell all," we make it that much more difficult for them to get a sense of themselves as separate individuals. Unless we show respect for them and their feelings, it will be difficult for them to develop self-respect.

A Private Line, Please

If our Johnny or our Mary wishes to tell us about that long telephone conversation with a friend, well and good. But we shouldn't expect this as a matter of course. Nor need we be suspicious of them if they choose not to tell us. The same sort of thing applies

of School Children

to letters. Yet many a parent feels perfectly justified in either opening and reading a youngster's mail or in demanding that he share the contents.

It is important also—if at all possible—for every child to have a room of his own. And it should really be his own. To some parents it may seem a bit strange to suggest that if a youngster has his door closed everyone in the family should be expected to ask permission before entering. But this, too, though a small thing, is essential.

The fact that so many of us grownups do not feel the need for respecting a child's privacy, his right to have something of a life of his own, probably accounts in considerable measure for the many ways in which youngsters try to shut us out. All too often there seems to be what one might almost call an anti-adult attitude—which can be pretty hard on us.

Take daydreaming, for instance. In school the child who sits slackly and inattentively, his eyes gazing far beyond the blackboard and the window, is frequently more disturbing to the teacher than the imp who just can't stay out of mischief more than two minutes. And at home the young daydreamer, deaf to all we say and apparently blind to his surroundings, can have a dismaying effect on his parents. Our irritation is understandable when the daydreaming child is missing out on something important that is going on in the classroom or the home. But I wonder if we don't also resent being excluded from the child's dreams, as if he were transported into a magical realm to which we grownups are denied entrance. (Remember the beautiful land where the children

were taken by the Pied Piper, a land from which their elders were forever barred?)

Yet is it our business to interfere with children's secret delight in their own fancies and imagined experiences? Isn't the freedom to dream one's own dreams essential to the growth of the self, as it is to creative expression and original thinking?

In any attempt to interpret the meaning of the secret lives of children, we are on somewhat shaky ground. Probably the underlying reasons are quite complicated. Hence at best what we can say about them is of the nature of the "hunch," the informed guess. Recognizing these limitations, however, let's look at some of the ways in which children build up their secret lives.

Secret clubs are very common during the school-age period. Both boys and girls are likely to organize themselves into groups whose main characteristic appears to be that of shutting others out. Sometimes even the name of the club is kept a dark secret, and members swear to each other that they will never reveal what goes on in the meetings. The fact that what does go on can't, by the remotest stretch of the imagination, be considered unusual or strange isn't important. What is important is that it be kept a secret from other children and from their parents and their teachers. Here, apparently, is the expression of a need to feel unique, separate, and apart from all save the inner group.

Secrecy is the keynote. Much effort may be made to hide from others the places in which the club meets. Watchwords are used. There may well be some simple code by which members communicate with one another. Perhaps there will be some article of clothing that serves to identify those who belong. Or, taking a leaf from adult fraternities or secret orders, they may use a special handclasp or another secret gesture.

In less organized ways, too, these children of ours reach out to make for themselves bits of life that they don't share with us. We ourselves may remember the deep joy of having a secret tree house, cave, or shack in cooperation with one or two of our special friends. We were aware that our folks and other children knew about this secret, but we still got a real thrill out of feeling that we had something peculiarly our own. Children today are no different, though setting up this sort of retreat may not be as easy for them as it was for us. They may have to choose a corner of the basement or their own room, neither one as inviolate as were our secret places.

The use of "pig Latin" or other supposedly unrecognized ways of talking and writing to one's special friends still persists, too. It's a part of the same picture of the need that children have to keep something of themselves separate from those around them.

In a measure, children's humor has elements of secrecy. Anyone who spends much time with young-

sters, and listens at least as much as he talks, will discover that they feel no grownup is likely to appreciate or understand the things they think are uproariously funny. The use of nonsense syllables, for instance, in the earlier years seems very funny to many children. When grownups fail to share in this amusement, it's likely to be written off in children's minds to the fact that their parents or teachers are too stuffy or stupid to understand the deliciousness of the humor. Such a feeling naturally adds to the idea that grownups are another breed of creatures outside the orbit of "us kids."

It is understandable, too, that our youngsters will be very likely to be wary of sharing their sex interests with us. Some of this comes about because most of us aren't completely able to avoid showing disapproval. But there's another element as well. It's hard for children really to believe that grownups could know the sex-tinged jokes and the four-letter Anglo-Saxon words that they pick up and find fascinating. For this we have ourselves to blame. Unwittingly or not, we get across the impression that no "nice" person could possibly know such jokes or words. (And they naturally think of us as "nice" persons!)

Let me use a personal experience to illustrate. When I was a camp director, one of the younger counselors came to tell me that his eight- and nine-year-olds were using "dirty" words. He felt they really didn't know what such words meant and thought there should be some discussion, though he didn't feel comfortable about starting it himself. Would I, he asked, talk with the cabin group?

So at bedtime that night I opened up the discussion. Sure enough, the boys *were* confused about not only vocabulary but facts. After what seemed to be a pretty frank give-and-take, during which I supplied some of the nicer words for the four-letter ones they were using, the counselor and I said good-night and left. As we stood outside, we overheard nine-year-old Billy, with awe in his voice, saying to the others, "I bet Lank's (my nickname) wife would give him hail Columbia if she knew he knew all those words!"

Peers and Other People

One cannot overemphasize how important to school-age boys and girls is the society of their peers. In a very real sense they find it much more desirable to have the approval of those of their own age than they do that of parents, teachers, or other grownups.

As has already been suggested, some of this feeling is related to a child's healthy need to establish his own identity, to find out what he has to be and do in order to be a full-fledged six-, eight-, ten-, or twelve-year-old. In addition, it is easier to explore this business of living with one's own age group. Many a child can take criticism from his friends more easily than he can from his mother or father. There's a

feeling that parents will be too disturbed when mistakes are made.

Another related tendency can be very upsetting to parents—the turning to a teacher, an aunt, an uncle, or some other adult for advice and counsel. This tendency is common in children as they move toward adolescence. Sometimes, of course, it happens because parents haven't maintained a close and friendly relationship with their children. But it can and does happen even when there have been the best of feelings between parent and child.

Indeed, this way of acting is partly due to the very fact that youngsters love, respect, and admire their parents so much. They turn to others because they don't want to be disturbing to a father or mother of whom they think a great deal. As they reach out to explore ideas and feelings that may be at odds with those held by their parents, they don't want to get embroiled emotionally before they figure things out. And it's less likely that there will be emotional involvements if they test themselves with someone who isn't as close to them as their parents are. Though such behavior may trouble us, we can count ourselves fortunate that there are other understanding grownups in the picture, with whom our youngsters can share their innermost feelings.

The Self Needs Solitude

Yes, normal, well-adjusted children do have secret lives of their own. And it's a good thing that they do. It would be difficult, if not impossible, for them to grow up into sturdily independent beings if they were completely a part of us. There's something pretty sad about the person who has no life of his own, no secret places. Such people are little more than puppets.

As with other phases of growing up, there are times when this need for secrecy can worry parents and teachers. Not only is the feeling of being shut out bothersome, but we may have genuine concern lest the secret-club attitude or the developing of little in-groups may produce a snobbish, undemocratic sort of person. But experience shows that this isn't likely to happen. Rather, such behavior is a stage in development. Like other stages it, too, will pass. And if we can live calmly through the stages when our children keep things from us, they are likely to grow into people who will feel perfectly comfortable talking with us about almost anything.

Widely known as a parent educator, lecturer on family relations, and perceptive writer, Ernest Osborne is professor of education at Teachers College, Columbia University. Among his books and pamphlets are Democracy Begins in the Home, How To Teach Your Child About Work, and the recently published How To Choose a Camp for Your Child, which will be reviewed in next month's issue.



Miriam E. Lowenberg

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"PEAS? I NEVER TOUCH THEM. Simply can't stand them."

"Lettuce is my idea of nothing. Strictly for the rabbits."

"I never learned to like cauliflower, and I don't plan to break any records trying."

"No! Not *liver* tonight! You know that I'd rather eat the paper it came in—baked, boiled, broiled, or fried!"

How many times have you been within earshot of complaints like these? How often have you heard a luncheon companion write off certain vegetables or fruits as minus zero in palate appeal? Maybe now and then you too have had some harsh words for a food that rates a big goose egg on your scoreboard of taste treats.

On the other hand, who of us doesn't have a pet delight? Strawberries maybe. Or honeydew melon. Or steaming, golden sweet potatoes.

What's behind strong food preferences? Are they unaccountable quirks of fancy? The sign of a finicky eater, perhaps? The truth is that, with all our study of food habits, we are still pretty much in the dark as to why one person prefers beans to peas, for instance. Some day research may light up this murky area. Meanwhile here are a few morsels that we who plan meals and set the family board may chew on mentally.

We do know that marked likes or dislikes are one

way people have of setting themselves up as individuals, a way of saying, "Look, I'm different." And respect for these individual food preferences is one of the strongest ways we have of showing our respect for our fellow man.

Observations of the eating habits of young children also lead us to the conclusion that food preferences can change from week to week and month to month. Neither do we have all the real answers as to why some foods apparently taste more bitter to me than they do to you.

The Many Meanings of Food

From food come the materials for growth. For most people, however, food has many other meanings, meanings in which emotions play an important and varying role. The sensitive homemaker is aware of the emotional overtones of food as well as its nourishing power.

To the infant a stream of milk or a spoonful of warm cereal brings relief from hunger pains. In time he links food to people—first to his mother, who brings the food and from whom he picks up impressions of love or rejection.

As he begins testing his powers he may hit upon the use of food as a weapon for self-assertion. Does he want to be fed? He'll scream until grownups come scurrying to his side. Does that goo they're trying to push into his mouth have a strange taste? He'll clamp



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his lips tight. Let them try to get through with spoon or bottle! And even the young child may use food to relieve boredom.

Very early Baby learns that to eat with other people means obtaining a degree of equality. We see this in the child who eats better with the family than he does alone. With everybody around him at the table he may eat with far more gusto than he can muster when he must swallow his rations in solitude.

Years later, in the school cafeteria, the same expansiveness may mark his meals with classmates. There he may polish off every morsel of a balanced meal without a syllable of complaint. At home substantially the same meal could touch off a minor rebellion.

All through life when we want to share our joy and good fortune with others, we invite them to come and share our food. How many joyous family celebrations can you remember in which food had no part? What would holidays be without the fragrance, the color, and the savor of delicious food: birthday cakes, Christmas cookies, Fourth of July melon?

Thus even when we wish to emphasize eating as nourishment, we are compelled to be aware of all the other diverse meanings that food may have for us. Nevertheless we must, first of all, accept the fact that food makes a difference—in good health and effective living.

In America in 1956, during an era of abundance, most of us who like a variety of food can easily be well fed—in sharp contrast to countries where getting enough food to satisfy hunger is a major problem. Yet in spite of our current record income and peak production, physicians and nutritionists tell us that many Americans enjoy less than the best of health because of what they eat.

From surveys of the diets of school children in

many parts of the country we know that certain diet problems crop up everywhere among pupils of all ages. For example, breakfast has been found repeatedly to be our poorest meal. Many youngsters skip it altogether, though this usually means going without food for twelve or eighteen hours.

What's for Breakfast?

The long fast puts children at a serious disadvantage. Studies show that people who eat an adequate breakfast tire less easily, react faster mentally, and can perform more physical work than those whose breakfasts are meager. So the child who has eaten a good breakfast has a basis for doing better in school than the child who eats no breakfast or an inadequate one. The truth of the saying, "As they eat, so they learn," has been demonstrated by scientific experiment.

What are the makings of a good breakfast?

FRUIT, preferably one high in vitamin C.

You might serve citrus fruit: an orange or half a grapefruit; or juice (half a measuring cup—four ounces): tomato, orange, or grapefruit—fresh, canned, or frozen. These juices are all high in vitamin C. Pineapple or apple juice or sweet nectars are not substitutes.

PROTEIN

You might serve eggs (cooked in any way), meat, cheese, or milk or cereal with at least half a cup of milk.

If the breakfast does not include meat, eggs, or cheese, the child should have a full cup of milk. He may drink it, or it may be poured over the cereal or cooked into it.

FOOD FROM CEREAL GRAIN

This covers such foods as breakfast cereal, bread, or toast with butter or fortified margarine.

Suppose your child doesn't want an egg for breakfast? A toasted cheese or ham sandwich or a hamburger will give him all the protein and cereal-grain foods we have listed.

Why is breakfast a much neglected meal? We certainly need further research before we can fully understand the reasons. But we can scarcely hold up our program until we do. Just knowing that people who eat a nutritionally inadequate breakfast do not work as well as they should and show the effects of fatigue and irritability is reason enough for us to make this an important meal for our children.

The fact that youngsters accept breakfasts served at school leads us to believe that at least part of the blame may be laid on the rush to get to school or the lack of appetite so soon after arising. Officials in schools where breakfast is served are convinced that such a program is worthwhile. In Oslo, Norway, a

breakfast basically made up of cheese, a coarse bread, and a yellow vegetable or fruit has been served for more than two decades and is enthusiastically defended by school people and many parents.

But of course we cannot depend on the schools to solve the breakfast problem. It is up to the individual homemaker to make breakfast popular with her school-age children, and it may take real effort. Some mothers have done it by rearranging the children's schedules for going to bed and arising. Many of us remember that years ago on the farm, when one or two hours of farm work preceded breakfast, no one ever said he wasn't hungry.

On the other hand, some children report that no one is up before they leave for school and they do not want to eat breakfast alone. (Perhaps if it were financially as profitable for sponsors to put on intriguing TV programs at other times than evening hours, the homemaker would have fewer problems.) Doesn't it look as if we need to recapture the idea that *we* can control the environment of our homes?

Rx for Snack Eaters

As a nation, we no longer eat just three meals a day. We eat three meals plus, and the plus stands for snacks. Studies of growing children of various ages show that these snack foods add up to 10 per cent of the day's calories. If snacks are used not as relief from boredom but as a real part of the day's good food, they are nutritionally advisable. Growing children, many of us believe, need more than three meals a day. Well-chosen snacks can supply food for growth and vigorous activity.

If snacks are to contribute to growth they should include *protein-bearing* foods such as milk, peanut butter, meat, cheese; *mineral-and-vitamin-bearing* fruits and vegetables; as well as *energy-bearing* foods, like bread, cakes, or cookies. Soft drinks contribute only calories. And here is one of our problems with school children.

Would you be proud to set before a hungry child running in from school a candy bar and a soft drink? Or would you feel happier about serving him a cheese sandwich and a glass of fruit juice, or a glass of milk and a piece of fruit? Perhaps we should discourage the afternoon snack that is grabbed up in haste and eaten on the run. Maybe instead we should plan for a four-o'clock meal, nutritious food eaten on a tray or at the table.

Schools can help with the snack problem. According to some reports, children readily accept between-meal milk where modern dispensers put it within reach. Certainly before our new school milk subsidy program can succeed, the schools must give the dispenser a real try. And it is also necessary to believe that good food for children is more important than cash income from the sale of soft drinks or other high-energy foods.

Self-starving Damsels

A third problem our studies have pointed out, in addition to breakfasts and snacks, is the diet of adolescent girls. They are the poorest fed members of the family. When we consider this fact in relation to the present average age of mothers at the birth of their first child, we may well be gravely concerned. A girl who does not eat food that adequately nourishes her body has no chance to store the nutrients that should carry her through childbearing.

What foods does an adolescent girl need each day?

At least a quart of milk

A generous serving of meat, cheese, poultry, or fish (dried legumes or nuts or protein-bearing plant foods can be substituted occasionally)

Two or three servings of fruit, one of which is high in vitamin C

Three generous servings of vegetables, one raw and one a dark green, bright yellow, or orange vegetable

At least three to four servings of either a 100 per cent whole-grain or an enriched cereal

Butter or fortified margarine and a vitamin product containing four hundred units of vitamin D

Many adolescent girls have a great fear of getting fat if they eat "decent" meals. This is perhaps our number-one problem. It should be stated in bold type that during adolescence, when demands for growing and for energy are great, an adequate diet does *not* cause a piling up of fat. Be the girl sixteen or forty, the culprits in weight-control problems are large quantities of confections, cakes, cookies, and fried foods. These cannot be substituted for proteins and foods rich in minerals and vitamins.

There is no one right approach to the big problem of nutrition among school children. Every home and every school needs to consider the question thoughtfully, mindful of the fact that each child is an individual with his own needs and preferences.

More and more youngsters are eating lunches at school. However, we have scarcely scratched the surface in making the school lunch a truly educational program, one that actually improves children's eating habits and their general nutrition.

Cafeteria committees on which students are represented often help to solve many problems and can be of real assistance to the cafeteria manager. Food preferences are easily made known where this democratic procedure is followed. When the school lunch assumes its rightful and important place in the total school program, the importance of nourishing food will be reflected in the children's ability to learn.

Miriam E. Lowenberg, who has been practicing and writing about nutrition for thirty years, is head of the department of foods and nutrition at Pennsylvania State University. One of the country's outstanding authorities on foods for children, Dr. Lowenberg has recently co-authored a book with Dr. Benjamin Spock—Feeding Your Baby and Child.

CAN THEIR HEARTS BE

Young and Gay?



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*This is the eighth article in the
1955-56 study program on adolescence.*

J. D. Griffin, M.D. *General Director,
Canadian Mental Health Association*

IT ALWAYS SURPRISES ME a little when I hear adults talking nostalgically about the time when they were young. "Those were the days . . ." "We were the greatest . . ." Even poets have frequently glamorized adolescence. Youngsters in this stage of growing up are supposed to be carefree, joyful, and somewhat giddy with the excitement and wonder of life. Whether or not our own adolescence was really a happy time, we seem to act as if we would like to be teen-agers again. This may be due to a fortunate capacity for forgetting the tragic conflicts and uncomfortable anxieties that certainly beset most adolescents. It may be that our present adult stresses and tensions are so painful that it's a relief to go back in fantasy to the good old times when we had little or no responsibility.

Whatever the reason for it, this almost obsessive idealizing of adolescence is hardly in accord with what we know of the feelings and behavior of adolescent children.

Those parents among us who are struggling right now with adolescent children will undoubtedly agree that this time of life is often a mixed blessing—gay and giddy, perhaps, but just as often moody, uncertain, and anxious. We watch with concern the occasional frantic friendliness, alternating with irritable hostility, sullen loneliness, or painful shyness. Inevitably we ourselves become involved in our chil-

dren's struggle to break free of us, to be completely independent and self-sufficient. And no sooner have we adjusted ourselves to the fact that they are growing up than they come running back, wanting us to take care of them again for a while as if they were little children.

Rebellion, Teen-age Style

Probably the most disturbing of all are these youngsters' attempts to make a new kind of society—indeed a new world. They don't think much of the attempts made by previous generations, including ours. Their criticism of the old days, the old truths make them appear cynical and at times even insensitive and irresponsible. Yet often they seem to be discouraged by the difficulties of evolving something better. Unwilling to accept the beliefs and the values of their parents (if indeed their parents have an intelligible set of beliefs and values), they seem to be unable to establish their own.

A business executive and former army officer whom I have known for many years stopped me on the street not long ago. "Say, Doc," he said, "do teen-agers generally act kind of crazy sometimes?" His sixteen-year-old boy had begun to talk back in an extremely insolent way. It was obvious, the boy said, that his father's ideas on politics (or religion or war, for that matter) were all wet, that he was talking like

someone in the Middle Ages, that he didn't know which side was up. If his father corrected him, the boy often lost his temper and sometimes would even cry. "I want to smack him down," said my friend. "Then somehow I feel that I'm the one at fault!"

One can easily imagine the situation in this family. The old parental discipline is just not effective any more. And the father actually isn't as certain about his ideas and his attitudes as he once was. This worries him a bit, and he becomes more dogmatic than he used to be, inclined to argue a little more

In the turmoil of the teens it is not easy to develop the controls that mature behavior requires. But at the same time it is far from impossible. When the methods of yesteryear fail to solve the problems of today, imagination and understanding find new ones that will.

heatedly. The boy, on his side, feels he is almost a man and resents being treated "like a kid." The struggle for independence creates a tension, which may build up until emotions finally run wild.

Another friend of mine, who is a psychiatrist in a community mental health service, told me of a fifteen-year-old girl whom he had admitted to the psychiatric unit of a general hospital for a few days. Her name, significantly, was "Johnny." (He called her "Johnny with the light blue jeans.") She was an aggressive, untidy, loud-talking girl who lived alone with her mother in one of the new suburban apartments. Her father was in Europe with the Army. She refused to go to school, to come in on time, to wear dresses, or even keep herself clean. She was the leader of a small group of teen-agers, both boys and girls, who were not yet actually delinquent (save in skipping school) but were a worry to the neighborhood. They were being blamed for minor property damage and some violence toward other children. When Johnny arrived at the hospital, the kindly head nurse explained that she would have to dress and act like a young lady. She refused at first, preferring to stay by herself in her own room. After one day of this, however, she put on a dress and accepted help in learning the arts, if not the graces, of social living.

Here is a dramatic example of the difficulty teen-agers sometimes have in finding their social roles. Johnny's life was full of protest. She was protesting against being a girl, against wearing girl's clothes, against her mother's authority, and, in a vague way,

against all society. Lots of girls go through a tomboy stage, as if they weren't sure of their sexual role. Johnny overdid it. Probably there were some even deeper psychological problems associated with her mixed feelings about her father. She loved and imitated him yet at the same time hated him because of his absence and neglect. Teen-agers often feel such uncertainty about their parents, sometimes loving them deeply, then again seeming to reject them completely. This, too, is part of the struggle for—and the fear of—freedom and independence.

Though the problems of adolescent behavior are many, I would like particularly to explore one that is often overlooked. I have already touched upon it: *How can we as parents and teachers help our teen-agers find their social roles? How can we help them develop inner strength and stability, a sure sense of purpose, a reasonable feeling of security, and a recognition of what they are and, much more important, what they are for?*

And this problem comes up, mind you, at a time when social, moral, and even spiritual values are being looked upon as if they were tentative and relative. When parents aren't sure what they believe in any more; when they are afraid to take a firm stand lest they be regarded as old-fashioned, unscientific, or, worse, stuffy; when they are so unsure of their own social role that they change it in the face of every new social situation—then how on earth can they help their children develop inner strength?

Perhaps I have exaggerated the difficulties. Perhaps I am too pessimistic. However, I must say in all sincerity that if we do not attempt to end our own insecurities, we cannot do much to help our children with theirs.

Parents Plagued with Insecurity

Why do we glorify the joys of adolescence and long for some way to return to them if these joys, at least in our present society, are a figment of our screened memories and wishful imaginings? We see now that we, the parents, are in fact suffering in large measure from the same kind of uncertainties, anxieties, and insecurities as are our teen-aged children. And so we have, in a way, come back to youth after all—if, indeed, we ever got away from it.

Why do these uncertainties exist today more than ever before? Certainly one important reason has been the gradual disappearance of traditional ways in which behavior used to be controlled and directed. In primitive society there are few, if any, such uncertainties. Every individual knows within well-defined limits what his role is and what kind of behavior is expected of him. All is clearly understood and passively accepted in accordance with custom, tradition, and the system of taboo.

In more recent times, much the same kind of outer controls were provided by the large family and kin-

ship group, which was made up of people who were united not only by ties of blood but by ideals, loyalties, interests, occupations, and religion. This relationship provided strength and stability for each member of the group. Each knew what was expected of him and was supported in fulfilling his role.

As time went on this type of outer control tended gradually to become *internalized*. Ideals, attitudes, and ways of thinking about oneself and others became, like conscience, part of the individual's personality. Provided with a prefabricated set of values by his family, the individual finally adopted them as his own with but minor alterations. Thus a child brought up in a large, closely knit family was likely to grow into a pretty self-reliant and secure adult.

When Home Becomes an Island

But the large family—complete with aunts, uncles, and grandparents—seems, with some important exceptions, to have disappeared. Gone too are many of the other qualities that made family life so important as a stabilizing influence. Families today are very mobile. Remarkably few of them live more than a few years in any one place, in any one house or apartment. Father often has to travel miles to work. Mother has many outside interests that take her away from home. So have the children. Neighbors go unknown and often unrecognized. The modern family too often finds itself an island in a sea of strangers.

This isolation has many psychological effects. Most important is the loss of both the traditional outer controls and their internal reflection. The child of today has a hard time establishing a clear understanding and appreciation of himself. His conception of what is right and good is fuzzily determined by what is "acceptable" and what "works."

As an example look at the current teen-age attitudes and practices in connection with dating and courting. Without clear-cut controls, either external or internal, and spurred on by mounting urgent inner drives the youngsters "go along with the crowd." Anxious and uncertain parents either do nothing or set up too strict, unrealistic limits.

In view of this picture of social and family change, what courses are open to us? Briefly there are two: the strengthening of family life and the strengthening of social institutions outside the family, particularly those having to do with education, recreation, and religion. Happily these are by no means separate tasks. I feel strongly that one of the best ways of strengthening the family is to promote its participation in the everyday affairs of school, church, and neighborhood. Working together on such projects, the family can gain new solidarity. In turn these community institutions will be strengthened to the point where they can begin to take over some of the influence of the old-time kinship group.

A good example of how this can happen is a project that developed in a school near my home. The P.T.A. had become greatly concerned about the apparent aimlessness and lack of direction of their teen-agers. A special meeting was called to discuss the problem. There were those who argued for a return to "good old-fashioned discipline." Others thought that religion should be brought more obviously into the school curriculum.

In the end it was decided to refer the problem to the teen-agers themselves. Discussion groups called "human relations groups" were organized in grades 9, 10, and 11. These discussion groups were actually the regular classes, but the teacher stayed in the background. The youngsters themselves decided on the topics for discussion, which, interestingly enough, were usually the very topics that were of concern to the parents: relationship with parents, dating, discipline, and so on. At first in these discussions the usual exchange of opinions took place, but slowly there evolved a tendency to examine facts and to relate what is actually known to what is socially desirable. Ultimately the youngsters reached some pretty important decisions, which, in a remarkable way, were *their own* decisions. In fact, it really looked as if these youngsters were at last beginning to build some useful and effective inner controls.

Old and Young on Common Ground

This did not happen without some misgivings on the part of many parents. One father, a judge, participated in a panel discussion of the program at an evening meeting. Did the school seriously expect these youngsters to come up with any really useful value system of their own, he asked. "Surely," he said, "we who have arrived at our ideas through years of painful experience are the ones who must tell them what is right and what is wrong." A teen-ager who was also on the panel asked why the judge wished to deny his son the right to analyze his parents' youthful experiences and to pool them with his own, painful or not, in order to arrive at conclusions independently. (This was a course the judge himself had admittedly followed in his youth.) Such a piece of insight was quite a revelation to many parents in the audience.

It has been reported that discussions begun at school are often continued at home with the family and are even carried into the church. Recreation groups in the community are getting busy on the same themes and in the same way. The unhappy silence of indecision is being replaced by useful communication. The gaps between the generations seem to be closing. Parents and teen-agers in the community at last seem to be working together in effective groups. This, I believe, is the best substitute we can provide for the large family of bygone days.

And it seems to work!



WHAT'S HAPPENING IN EDUCATION?

• *I have a boy who is nine years old and in the third grade. He should have been in the fourth grade, but he is a very poor reader and so they kept him back. He cannot pick up new words at all. I try to teach him at home, but I just don't know what is wrong. I would like to know if there is any way I could teach him at home, or is there a school where I could send him for more instruction in reading?*—E. M.

Your address indicates that you live in a fairly large city, so I suggest that you consult the city school specialist on remedial reading. Speak to the principal of the school and ask for a note to the specialist. You need feel no embarrassment about this. The principal will send you to a reading specialist in the same way that your family doctor would send you to a medical specialist if your child needed treatment for an illness.

The remedial reading specialist can answer your questions on what you can best do at home and where to send your boy for special attention.

The experience of a friend of mine may give you and other parents encouragement. She also has a boy who is now nine. He didn't learn to read in the first grade. Or the second. "It's a question of reading readiness," the teachers and the principal explained to her. "When Arthur is ready to read he will read."

Came the third grade. The class moved forward with elementary reading books, but not Arthur. And because he could not progress with the group he became mischievous, a real trial to his teacher.

The good Lord gave my friend a calm disposition, so she left the problem to the school, trusting that one fine day Arthur would be ready to read. Now, however, the teacher and principal became worried. They arranged for my friend to take her boy to the city specialist on remedial reading. For some weeks Arthur received special attention and then, rather quickly, his reading handicap began to disappear. Within a few weeks he moved from the very bottom of the class to very near the top in reading skill. For Arthur, reading readiness had arrived!

Can you do more than my friend did—be patient

and trust to specialists? Yes, you can. Experts offer this advice to all parents:

Talk to your children. Answer their questions when they reach the "Mommy, what is that?" stage. They will be better prepared to make the great jump from spoken to printed language later on. Encourage them to play with other children for the same reason—that talk precedes reading.

Take children to the zoo, parades, and exhibits. Wide experience will enable them to attach these curious symbols we call words to *things*. Television, too, helps in this respect.

Read to children. The child who enjoys a story will attach importance to words and strive to find the key to unlock the printed page.

Have plenty of books in the home. Do you read? That helps.

Consult frequently with the teacher and principal.

Avoid trying to teach your child to read. You may mess it up and inflict injurious habits that could handicap him for life.

• *The parents in our group have been asked to make suggestions for revising the English curriculum in our schools. We remember some of our own experiences with literature—Chaucer, Julius Caesar, Evangeline, The Midnight Ride of Paul Revere, David Copperfield. We agree that we don't recall these classics with much pleasure. On the other hand, we are not sure that we would omit them, either for ourselves or for our children. What are the aims of English courses today?*—A. J.

If you find out, I wish you would tell me. We seem to be in what some politely call "a transitional period." Baldly stated, that phrase means "We don't know quite where we are or where we are going."

Take, for example, this summary by Professor Walter Loban in a special issue (February 1956) of *The English Journal* on "Teaching Literature":

A sound program of literature for any semester or year of the secondary school could very well feature a multiple approach: several thematic units, some established classics, at least one modern great book or document, some

study of types of literature, and a considerable amount of individual reading with teacher guidance. In the units, content related to the values most needed by pupils will receive the main emphasis. In such units form will be explained, and when its role is understood, form will contribute to the student's reading enjoyment. In the study of types, form will be given more emphasis but need not be divorced from content. Both form and content will receive a balanced study during the time devoted to great books. The new curriculum will take advantage of this multiple approach to reading and literature. The benefits of all four approaches—thematic units, great works of literary art, literary types, and guided individual reading—will be gained.

Does this read more like a recipe for hash than a logical plan for the study of literature? In justice to Professor Loban you should read his entire statement. Also others. In brief, specialists in English instruction have, like you, lost faith in the old literature curriculum pattern that began with Chaucer but never got to Hemingway or Emily Dickinson. So the curriculum planners need your help. Why not begin with questions? For example:

Do you want children to gain a love of reading that will last them a lifetime?

Does the school promote this by dissecting *Macbeth* for six weeks, using printed sources that Shakespeare meant only to be placed in the hands of actors? Or by assigning hated book reports? Or plowing through heavy anthologies? What programs really promote love of reading?

What is literature today?

Is *Richard III* literature only when printed in books? Is it also literature on TV or at the neighborhood movie? Or on records? Should literature courses limit themselves to the printed word or be expanded to include the ideas of artists coming to us through all the modern media of communication?

Should children learn to discriminate between trash and merit in the flood of modern communication?

Does the course of instruction help teen-agers distinguish the difference between the products of Mickey Spillane and Paddy Chayefsky? Between run-of-the-mill westerns and a *Shane*? Between good and poor comic strips?

Does the curriculum introduce children to literature that will help them personally?

This is what Professor Loban means by "thematic units." Typical themes: getting along with others, dating, personal courage. Does the school use fiction by such authors as Betty Cavanna, Mary Stolz, Charles Verral, and Jessamyn West in order to help young people understand themselves?

Does the curriculum introduce youth to man's age-long struggle to understand what values man lives by?

Shall we completely banish the chronological approach to literature in the secondary schools? This many experts advocate. But if we study history to understand the paths we have taken politically, shall we not look at literature to discover the paths we have taken in our search for values to live by?

You, no doubt, will think of other questions. Concentrate on them. Hard questions? Let the educators try to find answers acceptable to you.

• *We have been talking about the teaching of foreign languages and agree that there is much room for improvement. Don't you think languages would stick better if they were taught earlier than in high school?*

—M. S.

Almost any age appears to be a good age for learning a language if you apply yourself. Recently I heard Professor I. A. Richards of Harvard University say that the students using his TV course in elementary French range from a three-year-old to a woman of eighty. The three-year-old won't go to bed until she sees and hears the six o'clock French lesson. The eighty-year-old student belongs to a loyal group in an old people's home. Private school groups, businessmen, prospective travelers, and others in the Boston area are learning French with this master teacher. (Do you know his language books published by Pocket Books—*French* [and *Spanish, German, and Hebrew*] *Through Pictures*?)

Another pilot demonstration now going on in Pittsburgh applies more directly to your question. Pittsburgh's board of education this year has given French lessons, via TV, five periods a week to fifth-graders in the city and neighboring schools. Each school day the classroom teachers take five minutes to prepare the classes. Then comes a twenty-minute lesson taught by an expert teacher. Follow-up activities complete the period. Pittsburgh educators hesitate to talk much about this and two other TV-taught subjects—reading and arithmetic—until the year ends and tests supply concrete evidence. Nevertheless evidence of progress crops up. Local stores can't keep French dictionaries in stock. Parents, eager to keep up with their children, tune in and share the lessons. Classroom teachers without experience in French have begun studying it in order to keep abreast of their classes.

Television certainly plays the trumps in language teaching. It supplies trained teachers who could not be hired for love or money to teach so many children. And through studio guests it can bring visiting talent and appropriate illustrations to all classes simultaneously. Can your city enjoy such advantages?

In England I learned that language instruction by radio serves hundreds of thousands of learners. Nearly all European countries insist on children's learning at least one second language. Usually such instruction begins where Pittsburgh begins—at the fifth grade. In Norway secondary school students frequently learn at least three languages: English, German, and French.

Until crossing the Atlantic becomes as simple as crossing the Channel our need for multiple languages will not be crucial. But it does seem that the children of a great world power ought to begin learning at an early age at least one other language.

—WILLIAM D. BOUTWELL



WORTH A TRY

Junior Gardeners

If your spring fever has reached the acute stage and you're thumbing through seed catalogues, why not invite Junior and Sis to have a look with you? Give them a say in the choice of plants, and later on you're more likely to find them willing partners in garden chores. So reports art educator Daniel M. Mendelowitz. Not only are the children likely to feel happier about a stint of weeding and watering, but they will probably be far more careful about trampling over shrubbery and flower beds.

Heart Aid

Shortness of breath. Heavy perspiration. Painful pressure under the breastbone. Occasional loss of consciousness. These are the usual signs of a heart attack.

If you're with someone who seems to be having an attack call a doctor at once, says the American Heart Association. Do not try to give the patient anything to drink. Do not try to lift or carry him unless a doctor is present. Do help the patient take the position in which he finds it easiest to breathe. Loosen any tight clothing—belts or collars—and see that he does not become chilled. These suggestions come from the Association's leaflet "Heart Attack." Copies are available on request from your local Heart Association or from the American Heart Association, 44 East Twenty-third Street, New York 10, New York.

Look! No Hands!

Let April bring her showers. The blossom-bringing rains won't faze the wearer of an umbrella hat. This novel headgear opens and closes like a bumbershoot and is held in place by an elastic headband. The hat, which sheds rain, can also double as a sunshade at the beach or in the garden. The star

feature of the head umbrella is that it leaves the hands free, while providing ample protection against either sun or rain.

Poison Control Centers

Toddlers are great ones for opening doors and drawers. And these junior-grade explorers also have a way of popping their findings into their mouths. Toddlers' eager-beaver investigations may satisfy curiosity, but they may also invite peril. Reports on accidental poisoning among children show that youngsters under four years of age make up the largest group of fatalities. Among the causes of casualties are aspirin, kerosene, barbiturates, arsenic, lead, lye, creosol, ammonia, rat poison, fly spray, moth balls, furniture polish, and bleaches. To cut down the grim toll the American Academy of Pediatrics is encouraging communities to set up poison control centers. Such centers have already been set up in Boston; Chicago; Cincinnati; Dallas; Durham, North Carolina; Indianapolis; Louisville; New York City; Phoenix; Springfield, Illinois; and Washington, D. C.

The centers, which are quartered in public health departments or hospitals, educate parents on prevention and first aid. Files in the centers list ingredients of household chemicals and antidotes for them. With this information at their fingertips staff members are able to answer inquiries on treatment at a moment's notice.

Employment Note

With more and more weather on the warm and sunny side, school playgrounds and other play spots will be coming alive. And in this connection Roma Gans of Teachers College, Columbia University, has a suggestion on the hiring of playground and recreation workers. Recruit more men, she urges. Preadolescents particularly do

not have enough opportunities to associate with male adults. She makes the added suggestion that special workers be hired to supervise children's lunch-hour play.

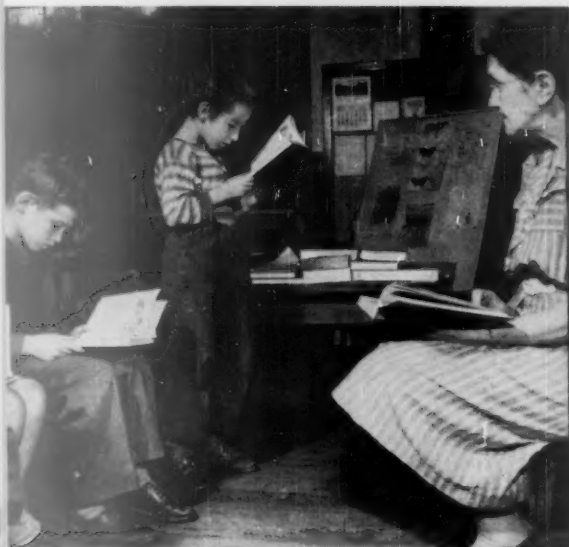
Toddlers' Teeth

Don't neglect children's baby teeth, warns Dr. Roy M. Wolff of St. Louis. The first teeth maintain space for the permanent ones. Premature loss of the baby teeth can create problems in straightening later on, he told the mid-winter meeting of the Chicago Dental Society. For parents Dr. Wolff had this counsel: Brush young children's teeth for them just as you wash their faces. Regular dental checkups—complete with X rays, cleaning, and examination—should begin when youngsters are two years old.

Help Wanted—and Received

Summer jobs aren't always easy to find, teen-agers can tell you. And a Senate subcommittee studying juvenile delinquency recently confirmed this fact.

Last summer young people in Washington, D. C., got a break job-wise when the Commissioners' Youth Council sponsored a placement service especially for teen-agers. Newspapers carried announcements of the service, listing addresses and phone numbers of neighborhood centers where employers might call for help. A local bank sent circulars to fifty thousand patrons urging them to make an investment in teen-agers by giving them "a chance to earn and learn." And the United States Employment Service moved its extensive resources into the drive. By the end of the summer, the Council had stacks of cards and letters from satisfied employers who enthusiastically praised the teen-agers' work. The venture was so successful that the Council hopes to continue the plan this summer.



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EDUCATION

Do

**For whom does the school bell ring in America?
For every child. For boys and girls on both sides of the
tracks. For children in the city and in the country.
For the sturdy and the handicapped. For the migrant
worker's children. For all children.**

WE AMERICANS believe in education for all. We believe that every child in our land has the right—and it is a sacred right—to develop his talents to the fullest, to participate actively in our society.

The founding fathers took no more significant action than the rejection of the European idea of education by selection—the idea that education was so precious that it should be reserved for those born to an elevated station in life. Every page in American history has been influenced by this great decision. Our states provide free public education for all children and require by law that they attend school up to a certain age.

In the early days, free education was provided only through the elementary grades, then later through the high school. Year after year, decade after decade citizens and educators, working together, have made steady progress. Through their efforts the knowledge of the ages is being brought to more and more children, preparing them for earning a living and participating in our democratic life.

The school record of two succeeding generations indicates the striding pace at which we are moving. According to the 1950 census, 28 per cent of those between the ages of forty-five and fifty-four had completed high school. But look at the record of the next generation—those between the ages of twenty-five and twenty-nine. Fifty-two per cent of them are high school graduates! This record of improvement should stimulate our efforts to press on toward our cherished aim of education for all.

But what level of education do we set as our goal? The recent White House Conference on Education reported that "each state has the responsibility to provide for all its children an opportunity for a minimum of twelve years of public school education."

This is not to imply that every child has the capacity to achieve the educational level generally represented by graduation from high school. Nor does it suggest that scholarship requirements be lowered so that every child may receive a high school diploma. Rather it recognizes a concept universally accepted—that the years of youth are years of preparation, when every young person should be busy acquiring the skills and the knowledge that will mold him into a contributing, responsible member of society.

Unfortunately, however, there are millions of school-age children who are not in school. These boys and girls make up the large segment—48 per cent—of all those who do not graduate from high school.

Who are these boys and girls? The physically and mentally handicapped, the children in isolated rural areas, the children of migrant workers, and the children who for some reason or other leave their classes after seven, eight, or more years of schooling.

The Handicapped and the Isolated

More than three and a half million exceptional children, it is estimated, need special help from the schools. In these boys and girls we have a large reservoir of potentially useful citizens—if they get adequate care and a suitable education during childhood. To fail them is to add to human misery and place a continuing economic burden on their families and society.

More than half of these three and a half million youngsters are handicapped physically. They are hampered by poor eyesight, hearing loss, speech de-

FOR ALL

We Mean It?

Herold C. Hunt

fects, or other impairments. The rest of the group is made up of children who are handicapped mentally, seriously disturbed emotionally, or socially maladjusted. All of them need special educational services, which cost from two to five times what it costs to educate a normal child. For some handicaps—speech impediments, for example—the cost may be less; for severe handicaps, it may be more. Even so, the cost of educating these exceptional children is in the long run still far below that of supporting a noncontributing member of society.

Thousands of our handicapped boys and girls are not enrolled in school. Some are in hospitals where no education programs are provided; others, confined to their own homes, never see a visiting teacher; and some of the mentally retarded live in counties that do not have programs for them.

Increasingly, however, our schools are providing opportunities for exceptional children. Increasingly also, citizens are accepting their obligation for aiding these children. Yet even with the recent rapid development of special programs, much remains to be done. Not more than one fourth of the nation's handicapped are receiving the help they need. In most cases the lack of qualified teaching personnel and the high cost of special programs are the basic reasons for this unfortunate situation.

Although the youth of rural America are getting more and better education than did their fathers, there are still certain sections of the country where an alarming number of children under seventeen do not attend any school. Recently the Department of Agriculture made a survey of the enrollments of farm children from seven to seventeen years of age and found that far too many rural children in twelve southern states are not enrolled in school. In one of

these states, for example, 13.8 per cent of the children between seven and thirteen were not enrolled. The figures were poorer still for the older children: 22 per cent for the fourteen- and fifteen-year-olds; 50 per cent for the sixteen- and seventeen-year-olds.

To help explain this record, we need to know that the breadwinners of almost four million families in the twelve states work in agriculture, forestry, or fishing. About a million of these families have a cash income of less than a thousand dollars a year. Such meager incomes contribute to low enrollments. Because of economic hardship children past fourteen years of age are inclined to leave school to work on the family farm or to hire out to other farmers.

What of the parents? Don't they encourage attendance at school? Having little formal education themselves—and here may lie the reason for their low income—the parents do not always appreciate the benefits that adequate schooling can bring. As a result, some of their children may never be exposed to the inspiration for fuller living that our schools impart to millions of other young people. And so the low-income, little-schooling, low-income cycle continues from one generation to the next.

Children Who Follow the Crops

Every spring in Florida and Georgia trucks loaded with men, women, and children of all ages pull onto the main highways and head for fields in the North. The migrant workers are off to harvest fruits and vegetables for our tables. Trucks stream out, too, on highways in the Midwest and in California, Oregon, and Washington—a transient labor force that is essential to farmers in many states. While we do not know exactly how many school-age children accompany their parents as they move from field to field, from job to job, the number may be close to half a million.

These boys and girls face almost insurmountable obstacles to school attendance. Their families leave home in the spring before school is out. They return in the fall after school has started. And during the months in between, many of the youngsters never see the inside of a classroom.

Why not? For one thing, the children themselves may be working. Sometimes parents (and employers) urge the youngsters to help with the harvest, though it is illegal for boys and girls of school age to work during school hours. Sometimes parents are not interested in having their children attend school. Sometimes local communities, already burdened by teacher shortages and crowded classrooms, make no effort to get the children into school. And all too frequently nearly everybody concerned shrugs off the issue with the excuse that the children will be moving along in a few days anyway.

There are other reasons why some of these boys and girls seldom answer the summoning school bell. They haven't food for lunch. They haven't clothing for the classroom. And somebody has to stay home to look after the younger children while mothers and fathers work in the fields.

In recent years migrant children have been spending more days at school, especially while they are in their "home" state. This is encouraging. Even so, those who do attend are usually two to five years behind their fellow students in school achievement.

What does this picture from our fields and orchards suggest? That in our own migrant children here in the United States we have one of our largest single groups of potential illiterates.

Children Who Drop Out

We have still another group of children who do not complete high school—the largest one of all. They are not the physically or mentally handicapped. They are not the children in isolated rural areas, and their parents are not migrant workers. They are the boys and girls who do get to school, attend for several years, and then for a variety of reasons drop out before graduation.

The United States Office of Education estimates that of every thousand students who entered high school in 1951, only 675, or 67.5 per cent, graduated in 1955. Why did these students drop out? Lack of money, ill-health, dissatisfaction with some part of school life, and unsatisfactory progress are the reasons most often given.

Can the high schools do anything to increase their holding power? Schoolmen can give the problem special attention. They can provide more health services, hire more visiting teachers, offer improved student guidance and a more flexible curriculum.

When it comes to winning a diploma, though, one other factor may be decisive: the willingness of both parents and children to accept sacrifices. There are thousands of students who, despite handicaps, doggedly persist in their studies—and eventually graduate. These are usually the boys and girls who come from homes that appreciate the lifetime benefits of school, homes where both parents and students have a "will to win" that carries them over the rough spots both at home and at school. In these families nothing is permitted to become an obstacle in the

pursuit of learning. Students manage to take things in stride—from run-ins with teachers and impatience with required courses to an undernourished family purse. Perhaps renewed emphasis on "sticking-to-it-no-matter-what" could pay rich dividends.

Working Out Ways

To a nation that has displayed a genius for the large task, the obstacles to our goal of education for all are not insurmountable. We can point to some encouraging signs. The U.S. Office of Education is planning to sponsor research on teaching the mentally retarded and on expanding the specialized training required of teachers. President Eisenhower's Committee on Migratory Labor has placed emphasis on the "need for providing opportunities for the education of migrant children." Many states and local communities have active projects under way to encourage the school attendance of migrant children and to make their experiences worthwhile.

Schools and the communities they serve can, by renewed efforts, help many more boys and girls to complete their schooling. The holding power of the schools can be enhanced by modern buildings, adequate equipment, understanding and carefully prepared teachers, interesting and varied curriculums, health services, vocational guidance, and special provisions for teaching the mentally retarded and slow learners. Surely dropouts for financial reasons can be curtailed if students from low-income families are not confronted with fees for textbooks, laboratory equipment, athletic equipment, school papers, tickets to sports events, and graduation expenses. Some communities have been eminently successful in providing such help without embarrassment to the students.

Education for all? We can have it. Parents and teachers, mustering their resources and those of their communities, can speed us along toward that goal.

Herold C. Hunt's notable achievements as school administrator and civic leader admirably qualify him for the tremendously important post to which he was appointed last year—Undersecretary of the Department of Health, Education, and Welfare. Dr. Hunt is known, personally and by reputation, to thousands of parent-teacher members, whom he has served as a vice-president of the National Congress of Parents and Teachers.

Open the doors of the schoolhouse to all the children in the land. Let no man have the excuse of poverty for not educating his offspring. Place the means of education within his reach, and if he remain in ignorance, be it his own reproach. . . . On the diffusion of education among the people rests the preservation and perpetuation of our free institutions.—DANIEL WEBSTER

PRESCHOOL PRELUDE TO SCHOOL SUCCESS

*This is the eighth article
in the 1955-56 study program
on the preschool child.*

Ruth Strang



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WE OFTEN HEAR TEACHERS SAY, "I can't understand Billy's behavior. He's a healthy, bright child, but he doesn't learn to read. He doesn't put forth any effort, just sits listlessly until I tell him what to do." They may point out that Bert is just the opposite. He is curious about everything. He works wholeheartedly, and as soon as he has finished one task he finds something else to do. Many a teacher is baffled by some children's failure to learn, by their overdependence or hostility, by their unreadiness to read. These qualities may not have sprung from anything that has gone on in school; they often represent behavior the child learned before he came to school. In fact, the preschool years give us a sort of preview of "the shape of things to come."

Let us see how some of a child's early experiences may influence his success in school. What might have made a bright, healthy boy like Billy so passive, so listless, so reluctant to put forth effort and take initiative? From René Spitz and other pediatricians and psychologists we have striking evidence that apathetic, unresponsive children are often those who were deprived of warm, human associations in their first year of life. The baby whose parents neglect to fondle him or give him other expressions of love may

become a listless child. The baby who is breast-fed or held closely while he is having his bottle learns to associate his chief satisfaction—appeasement of hunger—with a person. This affects his later responses to people in general. Parents who realize that warm physical contact is at first the only language the infant understands won't be annoyed or frustrated if he doesn't seem to respond to their attentions. And by "doing what comes naturally" they enable the baby to develop his abilities as they emerge week by week, month by month.

Little Fellows, Little Steps

Almost from the beginning there are some little things the baby can do for himself. He can cooperate in the process of being bathed and dressed, help hold the bottle. Later he can put away his toys and help with simple household tasks. Often it is quicker and easier for a mother to do something for her child than to let him do it. But every child needs as much responsibility as he can take. Doing something "all by myself" gives him a sense of accomplishment—and a deep satisfaction. When such a child starts school, he is the one who will find something else to do when he has finished one task. He won't sit around

Some children take to school as if they were to the schoolroom born. Others are from the beginning strangers in the classroom and must learn from scratch how to feel at home there. Why the difference?

idly waiting for the teacher to tell him what to do next.

In the same way the preschool child can learn to solve many little problems that confront him daily. Here the parent's role is to give him plenty of encouragement and approval and just enough help so that he can succeed. Suppose Jimmy's ball has rolled out of arm's reach on the other side of the fence. Jimmy tries various ways of getting it. He thrusts his arm between the pickets but cannot reach it. He looks around and finds a stick that almost touches it. He tries and tries, but the stick is too short. He begins to get angry and frustrated. Just then Father comes along. He picks up another stick, ties it firmly to the one Jimmy has been using, and gives it to him. With the longer stick Jimmy is able to reach his ball and pull it toward him. Success! He has solved his problem—with a little help.

As every teacher knows, children vary greatly in their ability to solve daily problems. Some show extreme dependency; others are excessively independent. These attitudes have been developing since the second or third year, when most children first try to break away from the dependency of babyhood. Some, however, seem to choose to remain dependent, feeling safer and more comfortable if they keep on conforming to adults' wishes. Others go to the opposite extreme. They assert their independence by saying no to everything and pushing aside all offers of assistance.

During these preschool years parents can keep their children from going to either extreme. With a dependent child they can avoid solving problems that he can work out himself—and also avoid intensifying his feeling of dependence and inadequacy. By giving him gradually less and less help, they can lead him to experience the satisfaction of solving problems for himself.

To the preschooler who has chosen to be independent, the parent can present himself as a helping person, one who shares the child's satisfaction in solving problems with a minimum of assistance. This fortunate youngster, who has gradually learned to work out his problems successfully, will have come to

think of himself as a pretty competent sort of person. And he will probably go after his school problems with confidence, energy, and enthusiasm.

Freedom to explore and to satisfy natural curiosity is another important preschool prelude to school success. First the child discovers himself. Then he explores the wonderful world of toys and all the soft, hard, many-colored, many-shaped, big, little, movable, and immovable objects around him. As he becomes familiar with words and can communicate with people, he discovers "the sunny world of friendship." Then there is always the unseen, unknowable spiritual world about which he can only wonder.

Most directly related to the child's success in school is the language development that takes place all through the preschool years. During this period he has been learning to listen and speak, to think in words and sentences. If he hears correct speech at home, if his family and friends encourage him to tell about experiences he has had or to retell some of his favorite stories, he is getting a good foundation for learning to read.

Watching Their Word Growth

Most of us have listened eagerly to two- and three-year-olds as they select from all the possible speech sounds those that belong to their own language. Often their trial-and-error attempts amuse us. Baby talk sounds cute and *is* cute—for babies. But our enjoyment in listening to it shouldn't be too obvious, or the pleased youngster may keep on using it. Instead we can encourage him to continue experimenting with language in his own way. We need not correct every inaccuracy. It is more important to show enthusiastic approval whenever he chances to make the right English sounds. Most important of all, we should make sure our own speech is correct. Unless he hears word sounds correctly, he cannot learn to imitate them correctly.

Suppose a five- or six-year-old repeatedly mispronounces words. This may be a sign that he is having trouble hearing sounds. Try him out at first by playing a game with him. See whether he can recognize certain familiar sounds when he does not see them being made—the whir of an egg beater, the bell on one of his toys, the rumble of his toy truck being dragged across the floor, the calls of different birds. Then give him informal practice in distinguishing between words that sound almost alike, in recognizing words that begin or end with the same sounds, and in recognizing words that rhyme. What child doesn't enjoy supplying the rhyming word in familiar poems and jingles?

*Jack and Jill
Went up the ———*

All this should be done in the game spirit. It should be fun. Making drudgery of it may well defeat the end in view by giving the child a distaste for lan-

guage or a resistance to it. (Children who go to kindergarten usually get this experience with word sounds there. If no kindergarten is available, all the more reason why parents should provide it.)

Learning to look and to observe may be encouraged in a similar way. The preschool child likes to "read" pictures. Help yours to note details of size, shape, and relationship. As he becomes interested in recognizing words on billboards, labels on cans, and the like, capitalize on this interest by pointing out such clues as "two tall letters," "a letter with a tail," or "two round O's together."

Children are as curious about written words as they are about pictures. They will often ask, "What are you writing? Will you read it to me?" and "What does it say under the picture?" You can't force this interest in words, but you can encourage it when it appears. And the more interested a child becomes in what printed words are saying, the more he will want to unlock the print for himself—especially since the habit of reading for pleasure takes root during preschool years. Reading to a child gives him his first glimpse of "the delight that lies between the covers of books."

Talk and Tales

Rich and wide experiences also help, and here again parents, by taking thought, can do much. If a child is traveling on a train, Mother can explain all the new things and happenings: "Here comes the conductor. He wants to see your ticket. Watch what he does with it." And the child, in the spirit of playful excitement, enlarges his vocabulary with new words full of meaning for him.

Of course, we shouldn't do all the talking. Listen to your child tell you about his thoughts, his experiences. Just having Mother or Father listen to him is an incentive to express himself, to make others understand. Thus he begins to learn ease and accuracy in the use of language.

When the child enters school he will be given many more opportunities to recognize similarities and differences in sounds, in letters, and in words. All this practice, too, will be built upon his preschool experiences with language. We know today that there is a close relationship between reading success in school and such earlier experiences as looking at books and magazines, being read to, and developing an interest in words, letters, and numbers. Obviously, however, the effect of any of these specific experiences depends greatly upon the general health of the child, how the members of his family get along together, and how each experience fits into his whole life pattern.

Even when a child has had a favorable preschool prelude, we need to pay attention to that important and far-reaching event in his life—entering school. The transition is made most easily when it comes



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about naturally, in a step-by-step fashion. In one school system every kindergarten teacher writes letters in May to all the children who will be entering in September. She tells each one how pleased she is that he will be coming to school in the fall. She says that she is giving a party for all her new boys and girls, and will he please come and bring his mother? This letter recognizes the child as a person in his own right and also assures the mother of the teacher's interest in him.

A Big, Warm Welcome

At the "party," the mother gives the teacher whatever information will help the child get off to a good start in his first school experience. School records are filled out, too, and the school nurse is there to explain the value of a health record for every child. In the meantime the youngster is playing with the blocks and other toys and getting acquainted with children of his own age. He is also learning to look forward to school with pleasure rather than with foreboding.

To sum it all up briefly, favorable preschool experiences—together with an attitude of positive expectancy toward school—constitute a promising prelude to success in the early school years.

Everywhere known for her forceful influence upon the field of child development, Ruth Strang is professor of education at New York University. Included in her wide range of activities is much work on behalf of gifted children. Dr. Strang's concepts concerning the growth of all children are expressed in her book, An Introduction to Child Study.

How To Love a Country

Bonaro W. Overstreet



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IT IS A LONG WHILE NOW—well over a hundred and fifty years—since John Philpot Curran declared liberty and eternal vigilance to be inseparable: “It is the common fate of the indolent to see their rights become a prey to the active. The condition upon which God hath given liberty to man is eternal vigilance; which condition if he break, servitude is at once the consequence of his crime and the punishment of his guilt.”

The particular issue that moved Curran to speak thus, in 1790, may not now, on the face of it, seem fraught with enough drama to call forth immortal words; it was that of how the Lord Mayor of Dublin should be elected. Yet the drama was there, for what was at stake was the *right of election*. Curran spoke from strength because he felt strongly about the matter, and what he said was said “for keeps.”


His words have been taken out of context, simplified, often misquoted, but in essence they have been given permanent lodging in the minds and hearts of free men. Those minds and hearts know that he spoke truth: that liberty is not something to

be won and then taken for granted. The conditions of its existence, continuance, and further development have to be watched and cultivated, and those who care about liberty have to do the watching.

They have to do the watching not only because it is not a job that can be delegated to someone else and then forgotten. They also have to do it because they themselves—through the experience of watching and the devotion and judgment it requires of them—consolidate their own attitudes and skills of liberty.

Our Own Position

No reasonable person, it seems to me, can doubt that we are living in a time when vigilance, *the right type of vigilance*, is as deeply called for as it ever has been in the history of a free people. It is imperative for the exact reasons that Curran gave so long ago. To be “indolent” now in our concern about liberty is to invite its loss. The “active” are very active among us—skillfully, concentratedly, cynically active. They will not rest because we rest. With man’s future as the prize to be won or lost, those who want



8. *Varieties of Vigilance*

When our forefathers handed down to us the precious gift of freedom, they did not mean for us to tuck it away in mothballs. It was to be guarded, yes, but also to be enlarged, cultivated, and strengthened.

to manipulate that future to their own advantage are not going to halt their activities, or call a truce, to oblige those who take their rights and freedoms for granted and think about something else.

Referring again to Curran's insight, vigilance is called for—now as ever, or more than ever—because of what happens if it is not exercised. Servitude, he pointed out, is both a result of people's not doing what is called for in the defense of freedom and their punishment for not doing it.

Our own position today, then, is that of a people who have enough liberty so that they are *at liberty* to be either indolent or active in liberty's behalf. Further than this, if they choose to be active, they have liberty enough so that they can be either wise or foolish, creative or destructive in liberty's behalf. They are *at liberty* to be clearheaded or confused, to make the flailing motions of panic (so that, like amateur lifeguards, they drag under and drown the life they seek to save) or to make the purposeful, disciplined motions of the person who knows what he is about because he has taken the trouble to learn.

Our position, moreover, is that of a people who have to do, at one and the same time, two things that are not normally done at the same time because they call for a different focusing of attention and energy. We have to *defend* our liberties against attack, and we have to *express and cultivate* those liberties through new, constructive programs that will strengthen our way of life and make it convincing to the world's multitudes.

Finally, our position is that of a people who have to defend their liberties without being able to identify the enemy with any consistent clarity and precision. As a matter of fact, our vigilance today has to take account of not one enemy but of various enemies—and not all of them in the same camp. There are Communists, neo-fascists, and anti-Communist reactionaries who are pro-democratic only in their words, not in their actions or personality structures. There are anti-Communist "liberals" who are as blindly and exclusively partisan as those whose blind and exclusive partisanship they deplore. And there are even such aspects of our own personalities as

would tempt us to indolence, cynicism, neutralism, or the rationalized pursuit of our own advantage rather than the common welfare. Against all these, all of them at once, our vigilance must be exercised.

To put it mildly, it's quite a situation that we're in. If we are often confused, so that we seem to make as many flailing, random motions as controlled, purposive ones, this need not occasion too destructive a measure of self-contempt. The important thing is to go ahead and learn how to make our "eternal vigilance" also a wise vigilance.

Of Confusion and Clarity

When we begin to take stock of all the kinds of vigilance being exercised among us today and all the directions in which they are turned, we are likely to be reminded of the jingling question, "Who takes care of the caretaker's daughter when the caretaker's busy taking care?" For we might well ask, "Who turns his vigilance on the vigilant while the vigilant is busy being vigilant?" The answer, it would appear, is "Everyone else who is being vigilant." Every individual, group, or agency among us that is today dedicated to vigilance in liberty's behalf is itself the object of anxious concern to other individuals, groups, or agencies that are equally dedicated and equally vigilant in liberty's behalf.

To speak mildly again, a certain confusion exists. It would be a mistake, however, I believe, simply to deplore this confusion. It is in itself a type of confusion—in many respects a painful one—that only a free people could "enjoy." The plain fact is that no individual, group, or agency could begin coping with the peculiar problems presented by modern totalitarianism—Communist or fascist—as if already experienced and skilled in such coping. Confronted by new threats, and many of them ambiguous and disguised, we as a free people have had to learn new tactics of vigilance. We have been learning them by trial and error and, not least, by *mutual* vigilance, by not letting any one type of endeavor have everything its own way.

It is as though we had, without knowing it, met this crisis of our time by once again resorting to the established American principle of checks and balances. The FBI, Congressional committees, patriotic organizations, groups dedicated to the legal protection of civil liberties, churches, educational associations, unions, voluntary local groups, and countless individuals—of late all these have, in one way or another, been practicing an unaccustomed vigilance. Some have focused their attention on the Communist threat—specializing in this, so to speak. Others have

focused on the defense of civil liberties here at home—specializing in such defense. Some few have managed to hold both in mind without (we might say) losing their minds. Where official bodies are concerned, I myself would say that this has been most dependably true in the case of the FBI. It has also, however, been true of many voluntary groups, the National Congress of Parents and Teachers among them, and it has been true of many individuals.

Anger has run high. So has fear. Policies with regard to security have seemed at times to be riding off in all directions—and trampling down, in hasty confusion, certain of freedom's safeguards. The arts of mutual denunciation have developed an astonishing versatility. The arts of self-justification have not lagged behind. In the process many individuals have suffered without due cause—and without "due process." It has been one of the most trying and deeply dangerous periods in our national history.

Yet (and this is something no totalitarian, Communist or fascist, could understand) *we are finding our way out of confusion, without lapsing into indifference, and we are doing so by democratic means.* In no small part, we are doing so because we have been mutually vigilant. We have not let any one form of extremism or any one form of obtuseness and partiality have its own way. And gradually, even when we have not realized it and perhaps would have denied it, we have been listening to one another across our lines of angry difference and have been partially convinced by what we have heard. We see signs of it everywhere in modifications of attitude and policies, official and unofficial. The extremes are moving toward a middle ground where a pattern of American vigilance can replace the factional vigilance of the past few years—and still be vigilance.

Sanity Ahead

A man in a high administrative post in one of the southwestern universities wrote us a letter recently. In it, he spoke about "the marked drop in the tension and hysteria of the past few years and the reassertion of a more equable temper in the discussion and management of public affairs."

What he thus stated, many of us can feel in our bones. Sanity lies ahead. It is a sanity that may well, in time, be deepened and strengthened by the knowledge it holds. This is the knowledge that, though warring types of vigilance may temporarily confuse and well-nigh confound a free people, so long as that free people does not lapse into "indolence" it can find its way toward some new, creative form of vigilance to match the demands of a new age.

The spirit of hemispheric friendship that unites the twenty-one American republics will be celebrated once again on April 14, Pan American Day, by millions of Americans of many creeds, languages, and cultures. If you wish help with your program, write the Publications Division, Pan American Union, Washington 6, D. C.

Study-Discussion Programs

I. PRESCHOOL COURSE

Directed by Ruth Strang

"Preschool Prelude to School Success" (page 19)



Points for Study and Discussion

1. What are some of the good habits important for success in school that start at home?

2. What are some possible explanations for a child's listlessness or apathy in school? How might each of the following conditions prevent a child from putting forth enough effort to succeed in his schoolwork?

- Health problems, such as poor vision, loss of hearing, poor nutrition, infections.
- Experiences in infancy that have given the child a feeling of being unloved and neglected.
- Choosing either extreme dependence or extreme independence during his second and third years.

What other conditions would you mention?

3. Discuss possible explanations for a child's lack of initiative and responsibility in school. For example:

- Parents or other adults who do everything for him.
- Lack of experience in solving his own problems.
- Restrictions that make it difficult for him to discover things for himself.

4. How might the following treatment of a preschool child help him to develop good work habits that could carry over into school years?

- The child wants to help his mother or father in the household tasks they seem to enjoy. They let him help, even though it may take them a little longer to get the tasks done. They break each job down into steps, which he can do one at a time. If he gets tired of one part of a job they show him another part that he can do. When his enthusiasm ebbs once again, his parents praise him for what he has done and let him feel that he has accomplished all he needs to at the time.

5. Let the members of the group share with one another some of the methods they have found successful in helping preschool children of different ages learn to look, listen, and tell about their experiences; enjoy hearing books read; and recognize words as they begin to be interested in written and printed symbols.

6. Discuss each of the following statements, made by parents, from the standpoint of its possible effect on the preschool child's development:

- "My child was anxious to learn to read. I gave him reading lessons every day and kept telling him he would have to read and write when he went to kindergarten."
- "My little girl seems to be nervous and backward. She

didn't play with other children before she entered first grade. I kept her away from them because they took advantage of her."

- "I expected too much of my child. He was jealous of his little sister and often refused to do anything I told him."
- "My child is very much attached to me. She never goes anywhere without me."
- "I was very happy with Jimmy when he was three months old. He was such fun to watch. But now that he's running around, getting into everything, I'm annoyed at him."
- "Jeanie has become very independent. She wants to play with what she wants in her own way. She doesn't smile at me and depend on me as she used to. It makes me feel a little left out."

7. How does your five- or six-year-old child feel about going to school? How have you helped to form his attitudes toward school? What would you like the school to do to help him make a good transition from home to school?

Program Suggestions

- Invite one or more kindergarten or first-grade teachers to come to your meeting. Ask them to describe several different kinds of children who got along well in school and tell what preschool experiences helped prepare them for success there.
- Several members might like to put on a brief skit or playlet showing how a parent may (1) explain to a preschool child interesting things they are seeing together, (2) encourage him to tell about his experiences, and (3) give the meanings of words that the child asks about—all in a natural, happy way rather than in a nagging or grudging spirit.
- Plan a group discussion of the foregoing "Points for Study and Discussion," using one of the techniques suggested in the National Congress pamphlet *New Hope for Audiences*.

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II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz
"The Secret Life of School Children" (page 4)



Points for Study and Discussion

1. What is going on inside a child when he
 - Asks for a diary *with a key*?
 - Replies "Oh, nothing" when asked what happened at a long-anticipated school party?
 - Prefers not to show the valentines he received?
 - Keeps the desk drawer locked?
 - Hangs up the telephone receiver quickly when someone enters the room?
 - Daydreams persistently?
2. As a child did you ever belong to a secret club? At what age? How did it start? What elements of secrecy were there? What was the attitude of adults toward it? Why were you interested in the club? How long did your interest last? What do you think it did for you? For example, did it provide a close circle of friends? Give you a chance to be a leader?
3. In your experience, at about what ages do boys and girls
 - Want rooms of their own?
 - Prefer to select their own clothes?
 - Ask their mothers to *promise* not to talk about them at neighborhood gatherings or club meetings?
 - Prefer to say their prayers alone?
 - Resent being asked how they spent their allowances?
 - Answer vaguely to such questions as "Where were you?" "What are you reading?" "Who telephoned?"

What do you think their reasons may be? Are these all "secretive" reactions?

4. Ernest Osborne says that a child's secretiveness is a sign of his growth and development. In what ways? Does it indicate a desire to think out one's own problems? Show attempts at independence?

5. When you have reprimanded a child for being absent-minded, either at home or at school, have you ever had any clues as to where his mind was? Why wasn't he paying attention? Was he escaping from something dull or too difficult? Did he have more interesting things to think about?

6. When she was six years old the poet Hilda Conkling wrote (or, rather, dictated to her mother) this poem:

*I cannot see fairies,
I dream them.
There is no fairy can hide from me;
I keep on dreaming till I find him:
There you are, Primrose! — I see you, Black Wing.*

Would you encourage schools to provide opportunities for children to write their own thoughts, draw pictures, and make their own songs and rhythms, as a way of encouraging each child to express his dreams, his uniqueness?

Program Suggestions

- To start the meeting on a humorous note, invite members of the group to bring clippings of cartoons or comic strips that show how parents react to the secretiveness of children.
- Since the close of school is approaching, possibly the teachers could provide folders of children's creative writings and drawings from which a committee of the study group could arrange an exhibit of "Fantasy in Our School."
- Two of Norah Stirling's American Theatre Wing plays issued by the National Association for Mental Health (1790 Broadway, New York 19, New York) would arouse interest and provoke thought in relation to this topic. *The Case of the Missing Handshake* concerns the problems of good manners in pre-teen-agers, and *The Room Upstairs* is a play about old and young people living together. Each play takes about thirty minutes and has a cast of four persons. The plays are a dollar a copy, including the discussion guide.
- The following project, though not directly related to this month's topic, is one that some groups might like to undertake as they conclude their year's program: Hold a half-day or one-day workshop to examine, review, and discuss new books on child development, family relations, and parent-school cooperation, and to select those that the parent-teacher association might add to its bookshelf. (Consult the monthly "Books in Review" feature in this magazine.)

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III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Can Their Hearts Be Young and Gay?" (page 10)

Points for Study and Discussion

1. An adolescent girl and her date, parked in front of the girl's home, are saying good night after an evening together. Pacing the floor in front of the window is her father, anxious about what may be happening in that darkened automobile.

The mother appears at the doorway and pleads, "Stop your worrying. Don't you remember when you were young?"

"Sure I do," the father replies. "That's what I'm getting all worked up about."

How typical is this attitude on the part of fathers and mothers of adolescents? Because we tend to remember our own irresponsible moments as young people, do we assume that youth is always impulsive? Is this fair?

2. Many of us can remember a time when it was not necessary to decide on one's vocation while still in school. A boy dropped out of school in his early or middle teens (fourteen was the median age for boys to leave school at the turn of the century) and took a job. Little specialized training was needed. In 1870 there were only 338 vocations officially listed as possibilities, with but a few of them requiring long periods of preparation. Today tens of thousands of vocational choices are open to young people, and practically all of them demand some specialized education and training. How is a boy or girl to find the one niche that is right? Can hearts be young and gay when a major decision like this must be made so early, with such far-reaching consequences?

3. Military service must be reckoned with by all young people today. They must, in fact, juggle simultaneously the several roles of military service, courtship and marriage, education and vocational establishment, homemaking and parenthood—all within the years that lie between childhood and settled adulthood. That so many of their hearts are young and gay when they are keeping house in a "dump" near an army base, bringing up babies in situations as primitive as any their pioneer ancestors knew, is a tribute to this generation.

Today's young people must meet life head on before they are out of adolescence. What they do—and how well—is terribly important for them, for us, for the whole nation. What shining qualities do you think characterize them? Does their gaiety mean that they are carefree and irresponsible? Or the opposite?

4. Mrs. Peter Marshall observes that ours is a time of deep spiritual hunger. Many of us are discovering that the possession of material things is not enough to satisfy the spirit. How can today's young people find their way to the good life? What evidence do we have that many of them are earnestly trying to discover the good, the true, the beautiful, the worthwhile among the conflicting attractions of the modern scene? What can we do to assure the success of this search—for our young people as well as for ourselves?

Program Suggestions

• Arrange for a debate between two equally strong teams of young people and youth leaders on the topic "Resolved: That school days are the happiest days of your life." Invite high school students as well as adults to the meeting. After the debate, continue the discussion informally. Keep notes

on the questions and concerns expressed by youth, and send your findings to the *National Parent-Teacher* office as guides to be used in planning next year's study-discussion course.

• Request your principal to have one of the high school classes (social studies, social problems, or English) conduct a poll of students on the current problems and worries of teen-agers. Ask that the replies be kept anonymous. Use the findings of the poll as the basis for your program. Compare them with similar data that emerged from the poll taken by the Midcentury White House Conference on Children and Youth and from the Purdue Opinion Panel (see the pamphlet by Remmers and Hackett listed under "References"). In what ways do the worries of your young people resemble those of the nation-wide samples? In what ways are they different? What do you think these differences mean? What more can be done to make your community a better place for young people?

• Invite an adult who enjoys the confidence of young people to lead your discussion of this topic. That person may be a school counselor, an especially beloved teacher, a favorite parent in the neighborhood, an athletic director, or a minister. Ask him to speak informally to you on these questions: What personal problems do young people find hard to cope with? What difficulties do they have in planning for their future? What hazards and obstacles do adolescents "gripe" about most often? What opportunities and privileges do they appreciate most? Then open the meeting for general discussion of the "youth's-eye" view of your community and what it implies for future programs and plans.

• Role-play a series of problem situations facing young people today—to marry or not to marry while still in school, to enlist or wait for the draft, to go on to college or not, to find a satisfying vocational future, to discover the meaning of life and one's place in it. Act out each situation twice, having members who played the role of parents the first time play the part of young people the second, and vice versa. What kinds of parent roles seem most comfortable to youth caught in the various dilemmas? Which seem most helpful?

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The Family and the Community:



Each shapes the other . . .

the P.T.A. serves both

EACH OF US lives in a family; each family lives in a community. The more we strengthen the one, the more we safeguard the other. Never have we been more keenly aware than we are today of that interlocking relationship. Nor have we ever realized more fully than we do today that to serve children and youth the parent-teacher association must effectively serve both the home and the community.

This action program was drawn up to help us identify problems and objectives of utmost importance to the family and the community, and to suggest projects and activities for attacking them. In short, it is a guide to parent-teacher program making.

No organization is more productive or creative than is its entire program of work. Hence our task today, as always, is to build programs that are sharply focused, that are related to the realities we face, and that result in tangible achievements for families and communities.

The theme of this administration was fashioned to help us conduct successfully the most important business in the whole world—the building of future citizens strong in body, healthy in mind, and free in spirit.

Problems and objectives + projects and activities = an action program.

The Family

Problems and Objectives

- To provide parent and family life education so that parents may gain self-insight and the knowledge needed to understand their children, enjoy them, and wisely guide their growth.

Projects and Activities

At regular meetings present informative, practical programs on parent-child relations and on specific topics, such as discipline; methods of teaching reading; health and safety; and the effects of comic books, motion pictures, and TV programs.

Surveys, check lists, or questionnaires can be used to determine members' interests. *New Hope for Audiences** will assure varied and stimulating meetings in which all members participate.

Organize and conduct study-discussion groups.

Problems and Objectives

• To strengthen study-discussion groups by securing competently trained lay leaders and resource persons.

• To organize more preschool sections of parent-teacher associations and strengthen existing ones.

• To organize more high school parent-teacher associations and strengthen existing ones.



• To make the parent-teacher association ever more widely representative of all the families in each school area.

• To foster the character development and spiritual education of children, with emphasis on moral and spiritual values.

Projects and Activities

Set up a special bookshelf of useful publications on the guidance of children and youth.

Promote the use of the *National Parent-Teacher*, especially the parent education study courses, as program material for study-discussion groups.

Seek out members who show special leadership abilities and urge them to secure the training that will qualify them as lay leaders for parent and family life education groups.

The P.T.A. might pay, in whole or in part, the expenses of potential leaders attending leadership training workshops.

Encourage professional men and women to serve study-discussion groups as consultants or resource persons.

Recommend that every elementary school parent-teacher association organize a preschool section, and urge parents of young children to enroll.

The procedures to be followed are given on pages 25-29 of the pamphlet *Organizing a P.T.A.**

Make sure that mothers of small children will be able to attend meetings by providing nursery service during each meeting or a corps of volunteer baby sitters.

Advise all parents of preschool children to subscribe to the *National Parent-Teacher*.

Stimulate the organizing of high school P.T.A.'s.

Stress the fact that adolescents want and need continued understanding as well as their parents' interest in their activities.

Assist groups of interested parents and teachers in organizing a high school unit; enlist the cooperation of the principal and superintendent.

For detailed information consult *Working with Youth Through the High School P.T.A.**, pages 56-57.

Encourage the newly organized group to observe effective high school P.T.A.'s at work in nearby communities.

Evaluate the present program of your high school parent-teacher association. If necessary, broaden the scope of this program so that it is geared to the real concerns and interests of students and their parents.

Since it is highly desirable to involve high school students in the P.T.A., consult *Working with Youth Through the High School P.T.A.**, Chapter 5, for patterns of student participation.

Analyze the working program of your P.T.A., and make sure that it is varied and challenging enough to attract diverse groups in the community.

See that temporary residents and newcomers to the community are invited to join the P.T.A. Encourage migratory workers to participate in P.T.A. activities.

Make systematic plans to attract members who do not attend parent-teacher meetings.

The time and place of meetings should be considered as well as types of projects, baby-sitting problems, and the like.

Encourage families to turn to their churches and synagogues for guidance in teaching children the moral and ethical values stressed by their faith.

Suggest that parents invite their clergymen and their children's Sunday school teachers to visit their homes and help plan family worship services.

Plan programs that show, in a dramatic way, how moral and spir-

Problems and Objectives

- To advocate more education for family living—with the subject matter adapted to the students' interest and understanding—in school programs all the way from the primary grades through college.
- To encourage family recreation and stress its importance in developing family solidarity.
- To work toward preventing broken homes and disruptions of family life.
- To provide spokesmen and a forum for calling the community's attention to problems affecting its families.
- To keep parents informed about community services for families and children, and work to improve these services.



Projects and Activities

itual convictions may be both transmitted and exemplified in daily living at home, in school, on the job, and in the community.

Refer to *Moral and Spiritual Education in Home, School, and Community** for a discussion of this subject and for practical program suggestions.

Cooperate with school personnel to extend and deepen community understanding of the need for family life education in the schools.

Support efforts to incorporate such education into the curriculum.

See that parents become familiar with the school's program of family life education so that they may correlate their children's home activities with what is being taught in the school.

Offer programs or workshops to give parents ideas and skills for indoor and outdoor activities, hobbies, and other kinds of family fun.

Revive such family-shared experiences as impromptu dramatics, reading aloud, singing together, and playing musical instruments.

Informal and interesting dinner-table conversation, in which children as well as adults join, is a characteristically American practice that should be fostered by every family.

Encourage the establishment of recreational facilities in parks, playgrounds, and community centers where whole families may go together to participate in group activities or to pursue individual interests.

Assist family service agencies, churches, and mental health clinics in their efforts to expand and strengthen their family counseling and other services.

Help parents to understand the value of using family counseling services on problems that threaten the stability of the home.

Recommend that courts attempt to reconcile couples seeking divorce (perhaps through a "cooling-off" period) and that professional counselors be provided for this purpose.

Support adequate public aid to families whose homes are threatened by unemployment, illness, or desertion of the wage earner.

At meetings of the community coordinating council and other lay-professional groups in which the P.T.A. is represented, express vigorously the opinions and concerns of families and children.

Sponsor a conference of community organizations to discuss the unmet needs of families in the community and what the P.T.A. and other groups might do about these needs.

Cooperate with the council of social agencies in publicizing the services of its member groups. If there is no such council, find out what public and private agencies in the community serve families and children—for example, the local public health department's maternal and child health services, mental health clinics, youth-serving organizations. If the community is too small or remote to provide any of these services, find out the nearest town or city in which they are available. (There is a special need for parents to know where they may turn for help when a child is seriously disturbed.)

Prepare a directory of these organizations and agencies, and distribute it as widely as funds permit.

Make known the need for in-service educational programs that will enable physicians, nurses, clergymen, and public welfare agency caseworkers to counsel parents about child psychology and family relations.

Compile a guide for newcomers to the community, giving such essential information as the names and addresses of churches, hospitals, social agencies, libraries, recreational facilities, public utility companies, and the various municipal departments.

The Community

EDUCATION

Problems and Objectives

- To increase public efforts—local, state, and national—to meet the rapidly expanding educational needs of children and youth.

Fruitful action is most likely if we break down this problem into six component problems, as did the White House Conference on Education. Every P.T.A. can choose for intensive action the unsolved or most critical problems in its own community.

The six subproblems follow.

PROBLEM 1

- To determine what the community wants its schools to accomplish.



PROBLEM 2

- To find ways in which school systems can be organized more efficiently and economically.

Projects and Activities

Promote the widest possible circulation of state and national White House Conference reports. See that there are copies in the public library, in the school library, and on the P.T.A. bookshelf.

Play a leading role in plans and preparations for continuous follow-up conferences, community and state-wide.

The purposes of these conferences are to sustain the public interest in education created by the White House Conference and to stimulate local and state action on Conference recommendations.

Make a continuing study of proposed local, state, and federal legislation concerned with education and schools. Create interest in these measures through discussions at P.T.A. meetings and through well-timed publicity. Operating within the framework of your state congress' policies, see that such needed legislation is enacted.

Organize a committee of leading citizens and representatives of community groups, the school board, and school staffs to sponsor a public conference on the objectives of the schools. Ask the school board and school administration to provide a panel of qualified persons to describe what goals the schools are currently working for. Then ask the audience, through buzz sessions, to list the essential elements of a good educational program for their community—a program that assures the development of all children. Compare these lists with the goals set forth in the White House Conference reports.

Suggest that the school board involve the community in a periodic examination of school goals and report the results at community-wide meetings. If the board does not report annually to the community on the aims and activities of the school system, urge that this practice be adopted.

For a regular monthly meeting, plan a program on the kind of professional preparation the community expects teacher education institutions to provide. Invite a faculty member from a nearby teachers' college or school of education to describe the program that his institution offers.

Initiate the formation of a special community-wide committee to study school organization in your community and state. (This might be done through the council of parent-teacher associations in your city, county, or area.) Each member or subgroup of the committee might concentrate on one of the following:

1. The recommendations on organization made in the state and national White House Conference reports.
2. The present and future size of the school-age population; the size of the school district; the adequacy of taxable resources; the effect of these on the school program, teacher supply and salaries, building needs, per-pupil costs, and pupil transportation.
3. Existing state statutes on redistricting; the status, functions, and method of selection of the school board; school board and school administration relations with the community; the state aid program; the services, functions, and powers of the state education department.
4. How changes can be made—for example, by legislative action, school board action, action by the state education department, and so on.

After the committee has prepared a report of its findings and recommendations, hold a public meeting to discuss the report.

Problems and Objectives

PROBLEM 3

• To determine school building needs.

The U.S. Office of Education reported on November 30, 1955, that there were 2,385,000 pupils above the normal capacity of the buildings occupied. The National Education Association reported in January 1956 a national shortage of 95,000 classrooms.

The general consensus of the White House Conference on Education was this: "No state represented has a demonstrated financial incapacity to build the schools it will need during the next five years. But, with the exception of a few states, none of the states presently has plans which indicate a political determination powerful enough to overcome all the obstacles."

PROBLEM 4

• To get enough good teachers—and keep them.



Projects and Activities

Find out from the school board whether a study of current and future building needs has been made recently. If not, propose that such a study be undertaken.

Make a study of all possible ways to finance whatever school construction is necessary, now and in the next several years. Find out what obstacles, other than financial capacity, stand in the way of meeting construction needs, and discuss how these obstacles may be overcome.

Some frequently encountered obstacles include community resistance to higher taxes, obsolete building codes, state restrictions on borrowing power, and rigid state regulations for school buildings.

Draw up a brief questionnaire asking for opinions on who should have a voice in the planning of a new building (for example, parents and other laymen, the school staff, the student body). Circulate the questionnaire widely and report the results to the school board.

Devote all or part of one meeting to a discussion of the better and wider use of school buildings.

Some state laws provide for evening, holiday, and week-end use of buildings by civic, educational, and recreational groups. Certain communities either have or are planning a twelve-month school year.

Develop a set of standards for selection of school sites and for basic and desirable facilities in a school building. Present your opinions to the school board.

Collaborate with the school board, school administrators, and teachers in a joint study of the salaries and wages offered by all occupations in the community, with a view to establishing teachers' salaries that compete favorably with those paid to workers in other fields.

Study and discuss the tenure and retirement provisions offered teachers in your community, as well as living and working conditions, opportunities for professional growth, recognition of special merit, and so on.

Plan various ways of creating increased public appreciation of the worth and dignity of the teaching profession and of securing for teachers the prestige accorded members of other professions.

For example, emphasize (through press, radio, television, and other publicity channels) the high qualifications demanded of good teachers: broad general education, interest in children, skill in human relations, emotional stability, and professional competence.

Sponsor community programs to honor local teachers who have performed unusual and outstanding services.

Establish a special committee whose function will be to welcome new teachers, help them find places to live, and acquaint them with the community's social, cultural, and recreational resources.

Confer with the school guidance personnel on ways of making the teaching profession attractive to able high school seniors. Discuss these suggestions at a P.T.A. meeting, and poll the members informally to find out how many have children who are planning to become teachers. Urge the formation of Future Teachers clubs.

Work with the school on a long-range plan to identify early in their school career those boys and girls who would benefit from a college education. Support strong counseling programs that will encourage young people to enter college. See that the counseling services extend also to the parents so that they may be made aware of their children's abilities.

At least 50 per cent of the nation's brightest young people never get to college. If we are to relieve our present serious shortage of college-trained manpower, in scientific fields as well as in teaching, we cannot afford this waste of gifted young minds.

Appoint a committee of men members, including several school officials, to encourage more young men to choose teaching as their profession.

Support and publicize your state congress' scholarship and student-aid programs for young people who are planning to enter the teaching profession.

PROBLEM 5

- To finance our schools adequately, providing funds for both new construction and operating costs.

Request your state congress to include in summer workshop programs a discussion of teacher education, with emphasis on the need for giving students a broad liberal-arts background, practical classroom experiences, and a lasting enthusiasm for teaching as a career.

Initiate or take part in surveys to discover qualified former teachers who might be brought back into the profession after taking "refresher" courses.

In cooperation with other community organizations, sponsor a study-discussion group on school finance. For the final meeting, plan a panel or forum on such a topic as "Where Is the Money Coming From?" or "How Can We Pay the School Bill?"

Excellent resource persons can be found in every community—bankers, lawyers, accountants, school board members, economics and political science teachers, and school administrators.

Propose that the school board appoint a citizens' committee to make a study of the immediate and future financial requirements of the school system and of the methods of meeting them.

The committee's tasks might involve an examination of state restrictions on local borrowing and taxing powers to see whether they hamper local efforts unnecessarily; an exploration of the property taxes; an evaluation of property assessment practices; a study of the adequacy of the state aid program.

Urge the school board to hold open hearings on the school budget and to issue financial reports in the form of graphic, easily understood leaflets. Help to publicize the hearings and to secure wide circulation of the reports.

Suggest, through the publicity chairman, that local newspapers carry a series of articles on school finance.

PROBLEM 6

- To obtain a continuing public interest in education.

Work with the school board and school administrators to involve more citizens in school affairs. If there is no lay advisory committee on education in the community, request board members and administrators to consider forming such a consultative group.

Devise practical ways of actually bringing citizens into their schools, such as holding adult education classes there. Cooperate in sponsoring American Education Week, business-industry-education days, parents' nights, school open-house nights, and similar events.

Urge that school board meetings be open to the public, and send a P.T.A. representative, preferably from a council, to each meeting.

Work with the school in developing a program of teacher-parent conferences and home visits and in making use of community resources—human and material—to enrich pupils' learning.

Encourage the community as a whole to give recognition to outstanding students comparable to that given to star athletes.

Advocate the use of additional channels for educational television, and commend commercial radio and TV stations for their coverage of educational problems and events.

Periodically assess the value of your P.T.A. program to see how effectively it channels the people's interest in their schools and guides that interest toward higher goals of achievement and public service.



- To improve health services in the community.

HEALTH AND SAFETY

Find out whether the local public health department is well staffed—with a health officer, public health nurse, sanitary engineer, secretary, and other essential personnel—and adequately financed to carry on its activities. If the department needs more money for its work, promote public support of measures to secure additional funds.

Make a special study of the local health services offered by the community to children of all ages, and work to improve these services if they are deficient in any way.

Support state and federal legislation providing funds for local public health units, maternal and child health services, and services for crippled children.

Problems and Objectives

- To arouse greater public interest in mental health and in effective methods of preventing and treating mental illness.

- To promote health education among all citizens, young and old.

- To assure a safer community.



- To secure adequate facilities, services, and laws for the protection of children and youth.

Projects and Activities

Take whatever steps are needed to inform parents of the kinds of medical services available to infants and children in the community.

Ideally every infant and child should have access to the services of private physicians, dentists, and clinics (or, in certain situations, school medical and dental advisers); public health officers; and other local medical and health facilities.

Support programs of mental health education and services for the mentally ill.

Survey mental health services in the community (child guidance clinics, mental health clinics, family counseling agencies, psychiatric clinics, and so on). Consult with health and welfare officials to discover what facilities are lacking or inadequate, and enlist the efforts of community groups to supply these needs.

If a community is too small or lacks resources to support any of these services, find out whether there are traveling clinics available through state agencies or the state university. Another possibility is for several communities or counties to establish a joint facility.

Plan to devote at least one program a year to the importance of health supervision for children, including periodic examinations by the child's own physician, the correction or treatment of defects, and immunization against disease.

If the Summer Round-Up program has not been taken over by a local health agency, continue to conduct this special P.T.A. project, so that all children entering first grade will have had physical examinations. Follow-up checks should be made to make sure remediable defects have been corrected.

Urge the school board and school administrators to include health education in the school program, throughout all twelve grades.

Survey the community to see whether legislation is needed to protect children from hazards such as unused wells; abandoned buildings; iceboxes and airtight chests; unprotected quarries and pits; and irrigation ditches in residential areas.

Set up a program of home safety, with special emphasis on reducing the high rate of accidental poisoning among children.

Promote the enforcement of fire prevention laws and of safety provisions in building codes. Work with the school in its safety program, particularly driver education courses. Cooperate with public agencies and other voluntary organizations in a traffic safety program and also in programs for water safety and first aid.

For guidance in conducting these projects, refer to *Signals for Safety*.*

Cooperate with the schools and other public authorities in carrying out civil defense programs.

SOCIAL SERVICES

Take a good look at your community to see how well its social agencies are protecting children and youth. If these services are inadequate, enlist public support for needed improvements.

Propose that the community establish machinery for periodic reviews of local ordinances and state laws pertaining to juvenile welfare. The reviews would be made by a committee of lawyers, social workers, clergymen, educators, and other citizens whose purpose would be to find out whether any legislation should be revised and to prepare recommendations for needed changes.

Suggest also that a cooperative committee, representing business, labor, education, the P.T.A., and law-enforcement authorities, be set up to study child labor laws and their enforcement in the community.

Find out whether your police regularly patrol such potential danger spots as parks, dance halls, taverns, poolrooms, and night clubs. Cooperate with the police in calling public attention to demoralizing influences and conditions.

Promote a community program to prevent molestation of children by sex offenders.

Problems and Objectives

- To provide adequate protective services for children who are dependent, neglected, or exposed to unwholesome influences.

- To get at the facts of juvenile delinquency in the community, report on them, and arouse the public to take steps to improve whatever facilities and practices are not up to standard.



Projects and Activities

Report on provisions that have been made to care for the children of mothers who must work. If day-care centers and after-school programs are lacking or insufficient, recommend ways of making the needed care available.

If your community does not have a coordinating council, take the lead in getting one organized.

The council should be a fact-finding group that discovers community needs through its broadly representative membership and spurs action on these needs.

If your community has a coordinating council, urge that all agencies concerned with the welfare of children and their families be represented on it.

Consult with members of the local child welfare or other social agencies, public and private, and prepare a report on what help is available to children who need temporary foster care. Are there enough private homes or boarding homes to provide foster care for children removed from their families? Or must these boys and girls be put in detention homes along with delinquents?

In the same way survey and report on the family casework services available to assist parents who for one reason or another have neglected their children. Are there enough well-trained caseworkers to help parents work out their own emotional problems?

Ask members of several social agencies to participate in a panel discussion on preventing juvenile delinquency. The discussion should stress the psychological and psychiatric services needed by children who are emotionally disturbed because of indifference, neglect, or abuse from their families. It should also throw light on whatever improvements in community facilities and personnel are desirable and how these can be secured.

Child guidance clinics, child and family casework agencies, foster homes, and specialized-treatment institutions should be available to the families of every community. These resources offer parents and children the services needed to prevent family disorganization as well as delinquency and crime.

Inquire whether or not your police department has officers trained to work with juveniles, particularly delinquents. If it has none, talk with the head of the department about the possibility of arranging specialized training for as many officers as are needed in this work.

Get information on the role of probation officers in handling juvenile offenders. Do probation officers make wide use of new techniques for releasing children to their parents? Find out what practices would be most beneficial for your community program.

Confer with the probation officer about where children are held in custody for court action. Are they kept in a city or county jail, along with adult criminals; in private boarding homes; or in a detention home? If they are sent to a detention home, make arrangements to have a small group of parent-teacher members visit this center.

An adequate detention home should (1) provide the children with good physical care and skilled supervision; (2) create opportunities for observing each child and sending a full report on him to the juvenile court; and (3) meet the children's emotional needs.

Learn all you can about the competency of your juvenile court. Does it have a sufficient number of well-trained probation officers? What kind of social, medical, and psychiatric services are available to it? What improvements does your court want help on?

Have a small committee report on training schools in your state—their aims, program, problems, and needs—and on what happens to the young people after they leave the schools. Does your community recognize its responsibility for helping these boys and girls reestablish themselves as useful members of society?

Through the community coordinating council, or in cooperation with other civic groups, sponsor a conference or series of conferences to discuss your findings and propose ways of getting strong, informed public action to bring about recommended changes.

•To make sure that the community provides its citizens—and especially its youth—with abundant opportunities for cultural advancement and wholesome recreation.

Because the length of the work week in America is being continuously shortened by the development of automation, communities must give increasingly serious attention to the leisure-time needs of adults and youth alike.



• To develop in all the citizens of the community a strong and informed sense of civic responsibility.

RECREATIONAL AND CULTURAL RESOURCES

Draw up a list of recreational programs and facilities that would be found in an ideal community. Include provisions for elderly people, the handicapped, and those in need of recreational therapy. With the aid of such specialists as park and playground personnel, sports directors, leaders of youth organizations, and social workers, compare this list with what the community now offers. Discuss in realistic terms which of the programs on the "ideal" list can be added to those already in existence. Plan a step-by-step campaign to arouse community-wide interest in setting up these needed programs.

Support the schools in the development of a broadly conceived program to educate students in the creative use of leisure time.

Cooperate with other groups in sponsoring community classes in painting, sculpture, ceramics, and weaving; theater workshops, orchestras, and choral groups; and other creative activities.

Study the various adult education programs offered by local schools and colleges, youth-serving organizations, churches, civic and service groups, and community agencies. If these programs are meager or limited, discuss ways of expanding them. Then take the initiative in following through.

In many communities the parent-teacher associations, either individually or through their council, have organized and conducted flourishing adult education programs. A poll of members' interests usually determines the scope of the program, which may include subjects ranging from nutrition to philosophy.

Work with other groups to bring lectures, concerts, good motion pictures, and traveling art exhibits to the community.

Support the public library and also state and federal legislation to expand local library services.

Confer with youth leaders and with high school students about the possibility of giving young people greater opportunities to work with other citizens on community projects.

Alert the community to the need for professional personnel in the field of recreation and insist on the employment of such properly trained leaders.

Cooperate with other organizations in providing workshops to train volunteer recreation and youth-group leaders.

Work with community planning boards to assure ample recreational facilities for the family. Resist efforts to use parks, playgrounds, and forest preserves for nonrecreational purposes.

CIVIC CONCERN

Take part in "Register and Vote" campaigns.

Share in sponsoring public forums at which legislative action is discussed and candidates are interviewed, being careful to adhere to the nonpartisan policy of the National Congress.

Intensify all efforts to keep members informed on pending legislation affecting children and youth, schools, and families.

See that the P.T.A.—with its variety of opportunities for practicing responsible citizenship—offers its teacher members the means whereby they may enter fully into the civic life of the community.

Analyze the obstacles to informed participation in civic affairs and suggest ways of overcoming each one.

Encourage intergroup relations that are characterized by mutual respect, understanding, and cordiality.

Problems and Objectives

- To give young people more chance, both at home and in school, to learn about democracy, and more firsthand experience in the practice of it.



Projects and Activities

Devote a program or two to ways in which parents together with their children can discuss public affairs and demonstrate their civic concern.

Help organize community projects that enable high school youth to take part in civic affairs as co-workers with adults.

The P.T.A. itself offers unique opportunities for directing the creative energies of youth toward community betterment.

Work with the schools to see that good citizenship education programs are part of the elementary and high school curriculums.

Discuss with schoolteachers and administrators the importance of giving young people a knowledge of the structure and operation of their school system. One or more units on the school and its relationship to our free, American competitive society might be included in civics and social science courses.

Welcome exchange students, teachers, and other foreign visitors into our homes and help them to see what the American way of life really is.

*All publications marked with an asterisk are publications of the National Congress of Parents and Teachers.

THIS IS THE PROGRAM of an organization that from the beginning has been family-minded and that over the years has become more and more community-minded.

This is a program built on years of tested experience and rooted deep in the Objects of the National Congress of Parents and Teachers.

- It mirrors the best of current ideas on the problems of family and community life.
- It calls for continuing study, continuing analysis.
- It requires continued cooperation with other citizen groups who also want to assure America's children the care, protection, and education that are the right of all children.

This is a program of projects that have evolved from parent-teacher members—their thinking, their caring, their aspirations, their considered conclusions; projects that have a direct and immediate bearing on the welfare of the nation.

What will it take to carry out this program? First of all, *conviction*—the conviction that we parents, teachers, and friends of children can determine the quality of day-to-day living in our homes and our communities.

But conviction alone is not enough. Conviction alone can never give us the kind of homes and communities that make for wholesome childhood and responsible adulthood. As individuals and as group members we must *act* on what we believe.

But even conviction and action are not enough. Uninformed action, however well intentioned, carries grave risks. A third requirement of this program of work is *study*. As an organization we subscribe to action that is preceded by fact-finding and searching study.

And this program will fare best wherever we are willing to venture the new, to open wide the doors of *creative imagination*.

This is a program not for yesterday but for today—and tomorrow.



A handwritten signature in black ink, which appears to read 'Carl L. Bauer'.

President, National Congress of Parents and Teachers



MOTION PICTURE previews



PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

The Lone Ranger—Warner Brothers. Direction, Stuart Heisler. The Lone Ranger and his faithful Tonto ride again, this time in brilliant color. The story has the ingredients of all good westerns: a cattle stampede, Indians on the warpath, a sneering badman, an abundance of cliffs to fall from and ride over, and, of course, a hero. Clayton Moore and Jay Silverheels, after rehearsing their roles for years on radio and television, are well versed in dramatizing the forces of decency and bravery, if not of law and order, for their young audiences. Leading players: Clayton Moore, Jay Silverheels.

Family	12-15	8-12
Good western	Good western	Good western



A little girl and her prospective stepfather in a scene from a happy comedy, *Lovers and Lollipops*, reviewed in an earlier issue.

FAMILY

Suitable for children if accompanied by adults

The Animal World—Warner Brothers. Direction, Irwin Allen. The producers are to be commended for this ambitious history of a truly enthralling world, even though the content of the film is decidedly uneven. Some of its amazingly ingenious special effects will make the children round-eyed. Extremely realistic dinosaurs and their mammoth reptilian relatives are shown fighting each other. Shots of unusual insect life are fascinating, as is the brilliant microscopic photography of myriads of colorful organisms too small for the human eye to see. The commentary, however, is dull with heavy humor and statistics.

Family	12-15	8-12
Interesting	Interesting but long	Yes

Carousel—20th Century-Fox. Direction, Henry King. Against crisp New England backgrounds, Rodgers' and Hammerstein's musical version of Ferenc Molnar's fantasy *Liliom* comes glowingly to life in Cinemascope. As the former fair-grounds barker who is given a day to return to earth to help his unhappy daughter, Gordon MacRae is in magnificent voice and imparts a touching sincerity to the role. Shirley Jones is altogether delightful as the cotton-mill girl who loves him despite his shortcomings. The musical numbers are presented with warmth and charm, and the choreography brings out the vigor and freshness of American dancing at its best. Leading players: Gordon MacRae, Shirley Jones, Cameron Mitchell.

Family	12-15	8-12
Fine entertainment	Excellent	A bit long

The Kettles in the Ozarks—Universal-International. Direction, Charles Lamont. Ma has to get along without Pa in this latest adventure of the Kettles. But his brother, whom Ma and the children are visiting, shares many of Pa's characteristics, notably his aversion to work. Uncle Sedge snoozes in the back yard while three "scientists" are busy turning his barn into a still. Ma rolls up her sleeves and in no time has cleaned up the farmhouse, outwitted the bootleggers, and even married off the reluctant Sedge. Leading players: Marjorie Main, Una Merkel, Arthur Hunnicutt.

Family	12-15	8-12
Kettle fans	Kettle fans	Yes

Land of the Bible—20th Century-Fox. Direction, Jack Muth. The Holy Land today is documented in twenty-five minutes of magnificent color photography and terse narration. Opening with views of the birthplaces of Judaism, Christianity, and Mohammedanism, the film goes on to show the tremendous growth of modern Israel. Citrus groves, farms, irrigation projects, cement pipe factories, ships, colleges, museums, hospitals, and theaters give testimony to the amazing development of this land out of desert and wasteland. Also stressed is the wide variety of nationalities that are working to build a homeland in Israel.

Family	12-15	8-12
Excellent	Excellent	Good

Our Miss Brooks—Warner Brothers. Direction, Al Lewis. Those who like the outspoken Miss Brooks on radio and television will enjoy meeting the entire television cast in this film. Some viewers may miss the bite of the televised productions, but the more sentimentally minded will be pleased to see Miss Brooks' romantic aspirations treated seriously. Leading players: Eve Arden, Gail Gordon, Robert Rockwell.

Family	12-15	8-12
Matter of taste	Matter of taste	Yes

ADULTS AND YOUNG PEOPLE

Anything Goes—Paramount. Direction, Robert Lewis. A lavish remake of Cole Porter's tuneful musical comedy. When Bing Crosby, an established stage star, and Donald O'Connor, a brash young television comedian, are signed up for a Broadway show, each engages a leading lady without the other's knowledge. The rest of the picture is concerned with the romantic entanglements of the four principals and the knotty problem of whether Mitzi Gaynor or Jeanne Marie shall be the one to bow out. Cole Porter's durable songs are presented with expert but mechanical competence, with the exception of one that Donald O'Connor sings in the ship's playroom. Leading players: Bing Crosby, Donald O'Connor, Jeanne Marie, Mitzi Gaynor.

Adults	15-18	12-15
Hackneyed musical	Fair	Fair

Backlash—Universal-International. Direction, John Sturges. A violent mystery-western in which Richard Widmark is searching for a father he has never seen and Donna Reed is looking for her husband. In their quest they both inquire into the whereabouts of a man who escaped an Apache massacre. An exciting climax shows villainous father and heroic son at each other's throats. Leading players: Richard Widmark, Donna Reed.

Adults	15-18	12-15
Western fans	Poor	No

Battle Stations—Columbia. Direction, Lewis Seiler. How an aircraft carrier and the members of its crew behave under attack is related by a Catholic chaplain in this story of World War II in the Pacific. The film pays tribute to the courage of the men, but the characters are stereotypes. The most interesting scenes are those showing the technical aspects of the carrier itself and news clips revealing an actual kamikaze attack. Leading players: John Lund, William Bendix.

Adults	15-18	12-15
Good of its type	Good of its type	Good of its type

The Bold and the Brave—RKO. Direction, Lewis R. Foster. A well-acted film about three G.I.'s fighting in Italy in 1944. Sergeant Don Taylor has nerves of iron and a moral code to match. Private Wendell Corey is a physical coward who cannot fire a gun even in self-defense, and Private Mickey Rooney is a boisterous spendthrift. Corey drives Rooney to his death while on patrol but later is able to prove that he isn't a coward after all by wiping out a German tank singlehanded. Leading players: Wendell Corey, Mickey Rooney, Don Taylor.

Adults	15-18	12-15
Pretentious	Poor	No

The Bottom of the Bottle—20th Century-Fox. Direction, Henry Hathaway. A muddled combination of psychological soul-searching and melodramatic western techniques. The hero is an escaped convict whose alcoholism and other troubles are attributed to the influence of a self-centered elder brother. Western posses, border patrols, and bloodhounds add excitement to a drama of high living and hard drinking on a luxurious ranch in the Southwest. The ending follows the classic formula that "blood is thicker than water." Leading players: Van Johnson, Joseph Cotten, Ruth Roman.

Adults	15-18	12-15
Mediocre	Mediocre	No

The Conqueror—RKO. Direction, Dick Powell. Understandably self-conscious in his barbaric getup, John Wayne valiantly portrays the great Mongol adventurer, Genghis Khan. Agnes Moorehead, Susan Hayward, and Pedro Armendariz exhibit some of the same glazed gallantry in their roles. Against lavish Cinemascope trappings, all the corny clichés of sex and violence are reenacted, accompanied by crude dialogue and vulgar burlesque dances. Leading players: John Wayne, Agnes Moorehead, Susan Hayward, Pedro Armendariz.

Adults	15-18	12-15
Lavish trash	Trash	Trash

The Creature Walks Among Us—Universal-International. Direction, John Sherwood. The "creature from the Black Lagoon," half man, half fish, is again pursued by scientists and captured. When doctors find human skin underneath the creature's scales, science fiction becomes confused with psychological hodgepodge involving a lot of talk about monster and man. The hideously pathetic creature manages to demolish everything in sight before staggering back into the water. May he rest in peace this time! Leading players: Jeff Morrow, Rex Reason.

Adults	15-18	12-15
Poor	Poor	No

Don Juan—Times Film. Direction, H. W. Kolm-Veltee. A colorful opera film produced in Vienna with the Vienna Symphony Orchestra and the Ballet Corps of the Vienna State Opera. The picturesque settings, lively dancing, and beautiful music of Mozart are delightful, but the story is disappointing. The attempt to translate fantasy into realism is inept and half-hearted. No effort is made to give a rounded characterization, nor is the camera used imaginatively to establish mood intensity. Leading players: Alfred Poell and Evelyne Cormand (singing roles, Cesare Danova and Hanna Loeser).

Adults	15-18	12-15
Fair	Fair	Mature

Hot Blood—Columbia. Direction, Nicholas Ray. Jane Russell and Cornel Wilde make a couple of likely looking gypsies in this action-packed farce. After seeing a picture of the handsome brother of the gypsy king, Miss Russell decides to give up the racket she has been practicing—that of betrothing herself to a wealthy man, pocketing the marriage settlement, and leaving the bridegroom at the altar—and to marry for keeps. Bringing

a rebellious, hotheaded man to heel is a job that she is prepared to face with equanimity. Leading players: Jane Russell, Cornel Wilde.

Adults	15-18	12-15
Matter of taste	Mature	Mature

Jubal—Columbia. Direction, Delmer Daves. An off-beat, adult western provides characterization and plot treatment of sufficient stature to compete with the majestic back drop of the Rockies. A lonely cowboy drifter, Jubal, played by Glenn Ford, meets rancher Ernest Borgnine, whose innate warmth makes it natural for him to extend a helping hand. The liking that develops between these two is Jubal's first experience in friendship. When he provokes a tragedy by rejecting the advances of the rancher's dissatisfied young wife, Jubal finds the courage to stop running away, even in the face of the usual posse. Leading players: Glenn Ford, Ernest Borgnine, Rod Steiger.

Adults	15-18	12-15
Superior western	Mature	No

The Ladykillers—J. Arthur Rank. Direction, Alexander Mackendrick. Katie Johnson, a mettlesome lady of seventy-seven, gives Alec Guinness quite a run for his money in a sprightly British farce. In fantastic make-up, Mr. Guinness is alternately fiendish and foppish as an ingenious bank robber. He uses the home of the unwitting Miss Johnson as a center of operations, passing off his assortment of accomplices as members of an amateur string quintet. How the heroine's innocence outwits the villains at every turn is the substance of the plot. Leading players: Alec Guinness, Katie Johnson, Cecil Parker.

Adults	15-18	12-15
Good fun	Yes	Yes

The Last Hunt—MGM. Direction, Richard Brooks. This film is less a melodrama of our early West than it is a story of the wanton destruction of the buffalo. The lines between "good" and "bad" men are carefully drawn, but the effect is not what was intended. The role of Stewart Granger, an obvious composite of all "good" virtues, turns out to be dramatically anemic. It is the scurrilous "bad" guy, played by Robert Taylor, who holds the director's fascinated attention. Color photography of the historic Black Hills of South Dakota is interesting. Leading players: Stewart Granger, Robert Taylor, Lloyd Nolan, Debra Paget.

Adults	15-18	12-15
Matter of taste	No	No

The Man Who Knew Too Much—Paramount. Direction, Alfred Hitchcock. In this Hitchcock tale of political intrigue, an American doctor receives a bit of dangerous information, and his son is kidnapped to insure his silence. A nightmarish secret search ensues, leading to London, a shabby chapel, a foreign embassy, and a concert at Albert Hall. James Stewart as the father and Doris Day as the distraught mother give convincing performances. Not top Hitchcock, but good entertainment. Leading players: James Stewart, Doris Day.

Adults	15-18	12-15
Good of its type	Good of its type	Yes

The Man Who Never Was—20th Century-Fox. Direction, Ronald Neame. This absorbing and superbly acted melodrama is based on one of the most brilliant feats of British Intelligence during World War II. To persuade the Germans that Sicily would not be the site of the Allied invasion from North Africa in 1943, Navy Commander Montagu disguised a body as that of a staff officer carrying supposedly top-secret papers and arranged to have it found by a German agent. Clifton Webb makes Montagu a sensitive and dignified figure, and Robert Fleming gives strong support as his assistant. The macabre theme is handled with good taste. Student reviewers felt that a little too much emphasis is placed on the more gruesome aspects, although they enjoyed the picture as a whole. Leading players: Clifton Webb, Gloria Grahame, Robert Fleming, Josephine Griffin.

Adults	15-18	12-15
Excellent melodrama	Yes	No

Manfish—United Artists. Direction, W. Lee Wilder. An ugly story of greed, set in the Caribbean, is amateurish in construction but well acted. Lon Chaney gives a well-rounded and oddly appealing performance as a "dumb" and unassuming Swede whose basic decency conflicts with his loyalty to the callous young owner of a shabby fishing boat, which the Swede loves. Leading players: John Bromfield, Victor Jory, Lon Chaney.

Adults	15-18	12-15
Matter of taste	No	No

Patterns—United Artists. Direction, Fielder Cook. Van Heflin, a young executive of a giant corporation, is called from the hinterland to the metropolis to be groomed as successor to the aging vice-president. As the two men become fast friends,

ambition and conscience struggle uneasily in the mind of the younger man. Then one day the vice-president dies of a heart attack, after the president has attempted to force his resignation. Indignant Van Heflin marches into the president's office determined to quit but remains to listen to the astute arguments of the "big boss." The television melodrama on which this well-acted film is based caused considerable comment. Leading players: Van Heflin, Everett Sloane, Beatrice Straight.

Adults	15-18	12-15
Provocative	Provocative	Mature

Postmark for Danger—RKO. Direction, Guy Green. Robert Beatty wears a slightly dazed expression throughout this mystery-melodrama, and no wonder. Just after he has learned of his brother's death in a car crash, he is mysteriously commissioned to paint the portrait of the girl who is thought to have died in the same accident. When his former model is found murdered in his London studio, he becomes involved in even more baffling affairs. The plot is confused and inadequately resolved. Leading players: Robert Beatty, Terry Moore.

Adults	15-18	12-15
Whodunit fans	Poor	Poor

Return of Don Camillo—I.F.E. Releasing Company. Direction, Julien Duvivier. A delightful sequel to *Don Camillo*. Some of the piquancy stems again from quarrels between a Catholic priest and a mayor who calls himself a Communist. Fernandel's bumbling characterization of the simple but devout priest whose physical vigor sometimes betrays his spirituality is continuously appealing. The story has to do with the banishment of Fernandel from his beloved church, his adventures in a tiny mountain parish, and his ultimate return because of the insistent demands of his former flock. The warmth of this simple picture leaves a pleasant afterglow. Leading players: Fernandel, Gino Cervi.

Adults	15-18	12-15
Good	Good	With explanation

Shadow of the Eagle—United Artists. Direction, Sidney Salkow. Valentina Cortese and Richard Greene lend a certain charm to an otherwise heavy melodrama about the efforts of Empress Catherine to kidnap a Russian princess who claims her throne. On a carnival night in Venice the imprisoned princess, disguised as her maid, slips out to meet her dashing would-be capturer, and love conquers all. Leading players: Valentina Cortese, Richard Greene.

Adults	15-18	12-15
Fair	Fair	Fair

Uranium Boom—Columbia. Direction, William Castle. Life is anything but complicated for uranium prospectors Dennis Morgan and William Talman in this shoddily produced film. Their sure-fire way of settling their disputes, whether they be over a hotel room, a girl, or a uranium mine, is to fight and then make up—a method that keeps them interested, if not the audience. Leading players: Dennis Morgan, Patricia Medina, William Talman.

Adults	15-18	12-15
Trash	Trash	No

16MM FILMS

Bremen Town Musicians—Brandon Films. 9 minutes. A sparkling animation of the Grimm fairy tale. Adults as well as children will enjoy the amusing characterizations of the donkey, rooster, cat, and dog as they search for adventure and happiness. The treatment is sympathetic without being either "cute" or "sweet."

William Shakespeare—Encyclopaedia Britannica Films. 25 minutes. Exquisite color photography of Stratford-on-Avon and sixteenth-century London transports viewers to the world in which Shakespeare lived and created his incomparable dramas. The producers have achieved a fine balance between his personal life and his life as actor, part owner, and leading dramatist at the famous Globe Theater. The film is further enriched by excerpts from *Julius Caesar*, *Hamlet*, *Macbeth*, and other Shakespearean masterpieces. Some of these are shown as they were originally produced at the Globe or Queen Elizabeth's court.

Note: If any of the 16mm films listed here are not available for rental in your community, write the audio-visual services chairman of your state congress of parents and teachers and ask where they may be obtained. The extension department of your state university will also be able to give you this information—and perhaps to supply you with the film.

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

The Court Jester—Excellent.
Heldi and Peter—Children, good; young people, yes; adults, pleasant.
The Naked Sea—Excellent.
Switzerland—Children and young people, good; adults, interesting.

Family

Artists and Models—Children, slow at times; young people, yes; adults, uneven but good slapstick.
The Benny Goodman Story—Children, possibly overlong; young people, good; adults, good of its type.
Forever, Darling—Children and young people, yes; adults, amusing fantasy-farce.
Glory—Entertaining of its type.
Good Morning, Miss Dove—Children and young people, yes; adults, nostalgic.
Lovers and Lollipops—Children, yes; young people, good; adults, delightful.
Lucky Kid—Children and young people, good; adults, excellent.
Seven Wonders of the World—Fair.

Adults and Young People

Abdullah the Great—Children and young people, no; adults, matter of taste.
Al Gumpoint—Children, not for the restless; young people, good; adults, good, mature western.
Ballet de Francoise—For ballet enthusiasts of all ages.
Cash on Delivery—Children, no; young people and adults, mediocre.
Come Next Spring—Children, yes; young people and adults, entertaining of its type.
The Court-Martial of Billy Mitchell—Children, mature, but "yes" with discussion; young people, needs to be discussed; adults, excellent.
Dance, Little Lady—Children and young people, of interest to ballet enthusiasts; adults, fair.
Desert Sands—Waste of time.
The Desperate Hours—Children, tense, but has good values; young people and adults, excellent.
Diabolique—Children and young people, no; adults, definitely a matter of taste.
Diana—Children, no; young people, mature; adults, showy period piece.
Doctor at Sea—Children, yes; young people, amusing; adults, fair.
Home of the Islands—Children and young people, no; adults, trash.
Frisky—Children and young people, no; adults, matter of taste.
Fury at Gunlight Pass—Western fans.
Ghost Town—Children and young people, slow; adults, western fans.
Golden Demos—Children and young people, mature; adults, good of its type.
Goya—Children, possibly too mature; young people, art and history students; adults, good art study.
Guns and Daisies—Children, overly sophisticated in part; young people, mature; adults, highly entertaining.
Hell on Frisco Bay—Children, no; young people and adults, poor.
Hell's Horizon—Fair.
Hill 24 Doesn't Answer—Children, yes; young people and adults, fair.
The Houston Story—Children, no; young people and adults, poor.
I Am a Camera—Children and young people, no; adults, matter of taste.
I Died a Thousand Times—Children, no; young people, poor; adults, matter of taste.
I'll Cry Tomorrow—Children, no; young people, mature; adults, good.
The Indian Fighter—Children, mature; young people and adults, western fans.
Inside Detroit—Fair.
Jail Buster—Poor.
Joe Macbeth—Children, no; young people, mature; adults, matter of taste.
The Killer Is Loose—Children, no; young people, tense; adults, good thriller.
Kismet—Children, no; young people, sensual; adults, fair of its kind.
Lease of Life—Children, not for the restless; young people and adults, very good.
Letters from My Windmill—Children, no; young people, mature; adults, matter of taste.
The Lieutenant Wore Skirts—Children, no; young people, overly sophisticated; adults, matter of taste.
The Man with the Golden Arm—Children, no; young people, mature; adults, matter of taste.
Miracle in the Rain—Children and young people, matter of taste; adults, tear jerker.
Never Say Good-by—Children, poor; young people, possibly; adults, matter of taste.
The Night My Number Came Up—Children, yes; young people and adults, very good.
Parafid—Children and young people, no; adults, poor.
Picasso—Children and young people, mature; adults, good.
Picnic—Children, no; young people, very mature; adults, good.
Rains of Ranchipur—Children, no; young people, poor; adults, matter of taste.
Ransom—Children and young people, mature; adults, excellent of its type.
Red Sundown—Children, poor; young people and adults, western fans.
Richard III—Children, mature; young people and adults, excellent.
The Road to Denver—Children and young people, poor; adults, western fans.
The Rose Tattoo—Children, no; young people, mature; adults, excellent.
Samurai—Children and young people, mature; adults, good.
Shack Out on 101—Children, no; young people, poor; adults, routine.
Simba—Children, tense; young people and adults, good.
Sincerely Yours—Children and young people, matter of taste; adults, Liberace fans.
Slightly Scarlet—Children and young people, no; adults, trashy.
The Spoilers—Children, no; young people and adults, poor.
The Square Jungle—Children, yes; young people, good of its type; adults, matter of taste.
Storm Fear—Children and young people, unwholesome; adults, poor.
The Strange Passion—Children, no; young people, mature; adults, fair.
Tarantula—Children, poor; young people and adults, mediocre.
Target Zero—Poor.
The Tender Trap—Good entertainment.
There's Always Tomorrow—Children, yes; young people and adults, fair entertainment.
Three Bad Sisters—Children and young people, no; adults, pure trash.
Too Bad She's Bad—Children, no; young people, mature; adults, matter of taste.
Top Gun—Western fans.
The Trouble with Harry—Children, poor; young people, possibly; adults, disappointing Hitchcock.
The Vanishing American—Fair.
The View from Pompey's Head—Children, no; young people, possibly; adults, entertaining of its type.
World in My Corner—Fair.

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